

ANNUAL REPORT

2002-2003



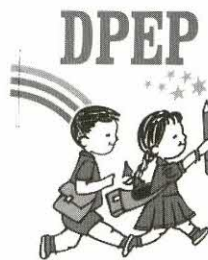
**WEST BENGAL DISTRICT PRIMARY
EDUCATION PROGRAMME**



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WEST BENGAL DISTRICT PRIMARY EDUCATION PROGRAMME

ANNUAL REPORT 2002-03



जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME



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From the Desk of the State Project Director



In 2002 – 03, SSA was launched in all 20 educational districts of West Bengal. Prior to this DPEP was being implemented in only 10 educationally backward districts. Implementation of both District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA) in all DPEP districts in West Bengal has indeed been a challenge. The District Primary Education Programme has successfully completed its 6th year of implementation in phase I districts viz., Bankura, Birbhum, Coochbehar, Murshidabad and South 24 Parganas and 3rd year of implementation in phase II districts viz., Dakshin Dinajpur, Jalpaiguri, Malda, Purulia and Uttar Dinajpur.

The challenge for phase I districts was the issue of sustainability of the overall progress in different intervention areas for last 5 years whereas in phase II districts, the real challenge was to strengthen the supporting system in every intervention area pertaining to primary education sectors in these districts. Moreover, the process of integration of DPEP into the broader ambit of SSA was no less important in DPEP districts. This was sought to be achieved through effective utilization of resources for achieving the common goals/objectives under the rubric of Universalisation of Elementary Education (UEE).

The most tangible success so far achieved under DPEP intervention has been in the area of civil works. In phase I districts almost all the specific targets pertaining to construction of New School Building (NSB), Additional Class Room (ACR), Circle Resource Centres (CLRC) etc. have been reached, while in phase-II districts the accumulated experience from phase-I districts is being used effectively. Thus, the issue of access under Universalisation of Elementary Education (UEE) is firmly ensured both in phase-I and phase-II districts.

On the issue of enrolment, there was a remarkable progress both in gross and net enrolment during the school year, 2002-03 compared to 2001-02. A sharp decline is observed in number of out of school children and they are mostly hardest to reach either through the existing formal set up or through the alternative schooling system. For addressing the out of school children, a path breaking achievement has been made by State Project Office. An understanding between Paschim Banga Rajya Prarambhik Shiksha Unnayan Sanstha (PBRPSUS) and Paschim Banga Rajya Shishu Shiksha Mission (PBRSSM) has taken a concrete shape in





the form of existing Shishu Shiksha Kendras (SSKs) run under the Panchayet and Rural Development Department through a Memorandum of Understanding (MoU) signed on 23-11-2002.

To further address the issue of hardest to reach children PBRPSUS started the Bridge Course programme at different places for children who are mostly dropped out / over aged or never enrolled, with the active support of UNICEF. PBRPSUS with active cooperation of UNICEF began Total Sanitation Campaign, wherein composite drinking water and toilet facility is to be provided to every school.

The State Project Office and its district counterparts did not confine their activities to access and enrolment. West Bengal DPEP also widened its activities extensively and intensively to address the problems of quality of learning. Here also, we sought to converge our activities with those of other state level agencies such as WBBPE and SCERT. The West Bengal Board of Primary Education (WBBPE) and State Council of Educational Research and Training (SCERT) were entrusted with text-book renewal, need based teachers' training etc. At the district level the concerned District Primary School Council (DPSC) was responsible to make the training schedule for the teachers. For the children belonging to linguistic minorities, West Bengal DPEP has taken the initiative to translate the teachers' training module into Hindi, Urdu, Nepali etc. with the active cooperation of West Bengal Board of Madrasah Education.

The Distance Education Programme is a very effective intervention to support the modular training of the teachers or the teacher centric pedagogy. It reduces the transmission loss during the cascade mode of training by providing Distance Learning Material (DLM) or Self Instruction Material (SIM). Apart from print media, the electronic media like the audio – video cassettes have been developed for regular teachers' training at CLRC / Sub-district level.

A firm linkage was observed between teacher-based pedagogy and joyful activity based learner-centric pedagogy. In all DPEP districts except Purulia, the said linkage was closely knitted through a special programme called 'Integrated Learning Improvement Programme' (ILIP) which is the successful heir of the previous programme – 'School Based Learning Improvement Programme (SLIP). This programme was a grand success in involving the local community with issues like quality education. ILIP also became popular for hands on training of teachers towards the improvement of teaching-learning process in actual class-room transaction.



Regarding academic support and supervision and monitoring of all DPEP activities, the effectiveness of the CLRCs has been well recognised at the district level. Regular afternoon workshops are held focusing on difficult areas (hard spots) and Teaching-Learning Materials (TLM) development.

One of the key strengths in the success of DPEP intervention has been the involvement of community in education. The formation of VEC under DPEP has not only enhanced awareness but has also contributed significantly in improving access and attendance by involving communities more directly. VEC members clearly articulated their vision for school improvement and it is encouraging to note that the agenda of VEC meetings is expanding to include issues of quality.

The need and importance of pre-schooling component cannot be ignored for proper utilization of resources both physical and human. So, the issue of convergence between PBRPSUS and Social Welfare Department, Govt. of West Bengal came to the lime-light. Positive steps have been taken by providing TLM support to all existing Anganwadi centers. Besides the TLM support, training was also organized for Anganwadi workers.

Girls' Education continued to be addressed through awareness generation, capacity building and sensitization activities. A remarkable increase has been observed in girls' enrolment in the primary sector. Last year, a sizable number of teachers were specially sensitized on girls' education. An attempt has been made to involve the mothers through the platform of school-based Mother-Teacher Associations (MTA).

Education for children with special needs is one of the most critical areas for addressing children with disability in the existing set-up. In this area some progress has been observed both in phase-I and phase-II districts. A number of children have been integrated in existing schools after thorough screening and assessment. The needy children have also been provided with the Aids & Appliances with the help of organizations like ALIMCO and AYJNIHH. Teachers were also oriented on disability and on classroom transaction. Selective NGOs having experience in working with disabled children are involved for effective integration of those children in the existing set up.

The Media and Documentation unit at the State Level made significant progress last year. A detailed videography on ILIP has been developed for documentation on class-room transaction and teaching-learning process. Photographic documentation of different issues is also being carried out.





A number of publications of different interventions such as pedagogy, girls' education, community mobilization, children with special needs, early childhood care and education, research and studies, civil works etc. has been done at state and district levels and already distributed to the stakeholders.

A number of research studies have been conducted at the state level to evaluate the ground level scenario for future guidance. In addition, the district officials also conducted field based studies to understand the ground level reality. Some of these were the study on students' attendance and the study on achievement (Gender and social category wise).

The success of any project depends largely on an efficient Management Information System (MIS), which enables information usage at all levels for decision-making and planning process. The MIS unit in PBRPSUS is highly equipped with modern technology and has developed an excellent database on primary education. The District Information System For Education (DISE) for 10 DPEP districts has been successfully compiled and sent to MHRD, GoI. In addition to the above, PMIS has been of immense help in developing a sound data monitoring system. Last year, software pertaining to the data base on Civil Works, VEC and its child register, Early Childhood Care and Education, Cohort study, status on procurement and purchase for intensive supervision / monitoring of DPEP activities at all levels has been developed in-house by the MIS personnel.

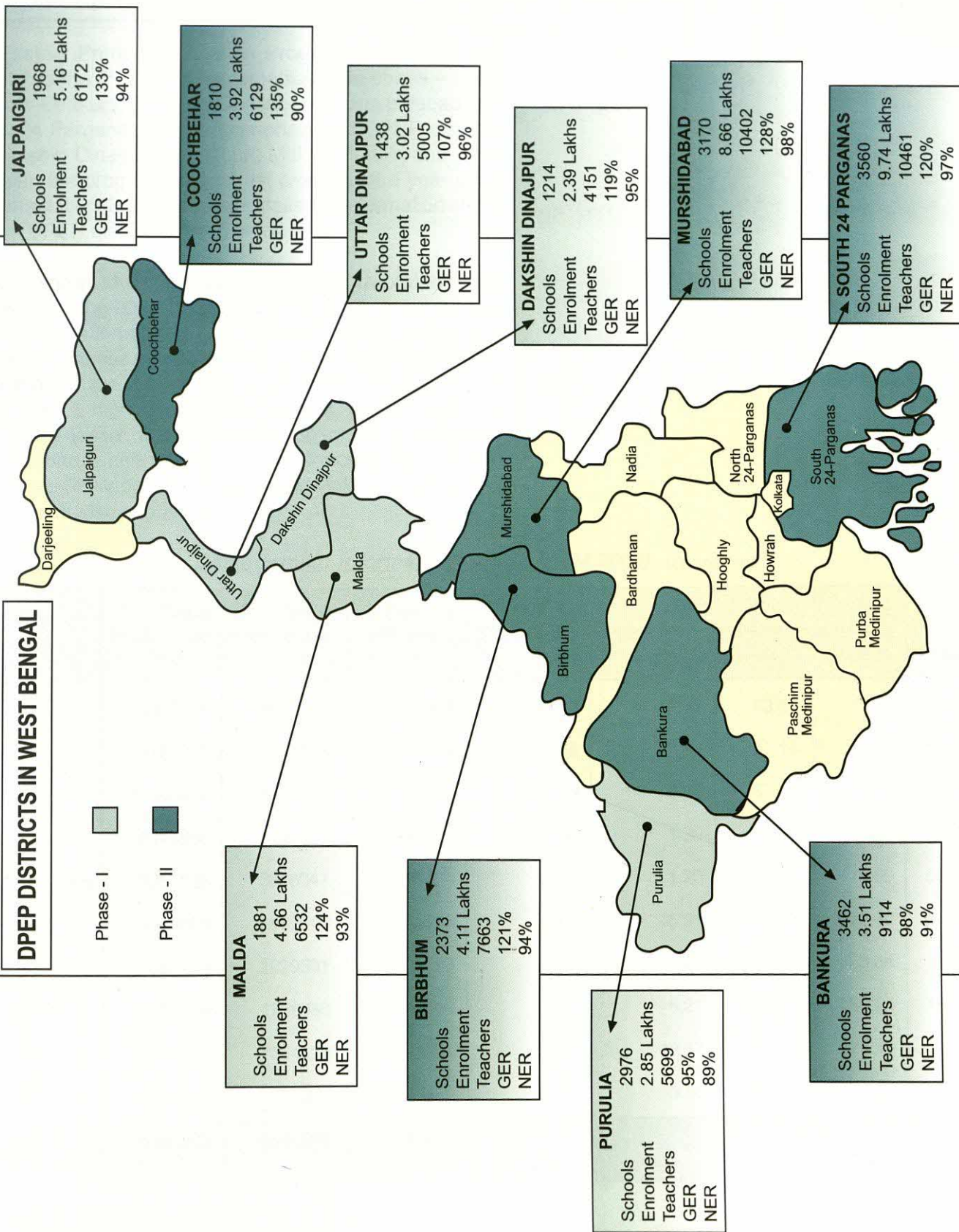
Last year, a lot of challenges were faced by us in the area of quality and learning achievement. This accumulated experience will be helpful in our effort to Universalise Primary Education..

Active participation from all sections of society is a must for making District Primary Education Programme - a grand success and achieving the goal of Universalising Elementary Education in West Bengal. Let us all come together to realize this goal.

Dr. K.Gupta
State Project Director

DPEP DISTRICTS IN WEST BENGAL

Phase - I
Phase - II



ANNUAL REPORT – 2002-03 WBDPEP

(Phase- I and Phase – II districts)

West Bengal
District Primary
Education
Programme



Basic Statistics :

The District Primary Education Programme (DPEP) has completed the 6th year of implementation in phase – I districts viz. Bankura, Birbhum, Coochbehar, Murshidabad and South 24 Parganas, whereas in phase – II DPEP districts viz Dakshin Dinajpur, Jalpaiguri, Malda, Purulia and Uttar Dinajpur, the programme has just crossed third year of its implementation. Some important statistical information about the ten DPEP district is given below.

Table – I shows the provisional population total of West Bengal based on the 2001 census and decadal growth rate. The SC/ST population figures are projected on the basis of the proportion of these categories of population against the total population of the district as per the 2001 census. Cooch behar has a high concentration of SC population and Jalpaiguri has a high concentration of ST population. Murshidabad is characterized by presence of high Muslim population. Similarly Uttar Dinajpur and Malda have high proportion of Muslim population.

Demographic information (As on 01.04.2003) (Provisional)

District	Total Population	Male Population	Female Population	% SC Population	% ST Population	Total Literacy Rate %	Male Literacy Rate %	Female Literacy Rate %
Bankura	3308736	1694433	1614303	36.48	10.33	63.84	77.21	49.80
Birbhum	3121237	1614433	1506804	30.68	6.95	62.16	71.57	52.21
Coochbehar	2548912	1307960	1240952	51.76	0.60	67.21	76.83	57.04
Murshidabad	6144950	3148480	2996470	13.48	1.30	55.05	61.40	48.33
South 24 Pgns	7051528	3636047	3415481	34.45	1.23	70.16	79.89	59.73
Dk. Dinajpur	1569828	805845	763983	29.09	16.91	64.46	73.30	55.12
Jalpaiguri	3551294	1829501	1721793	36.99	21.04	63.62	73.64	52.90
Malda	3369794	1728986	1640808	14.54	5.21	50.71	59.24	41.67
Purulia	2606174	1334425	1271749	19.29	19.17	56.14	74.18	37.15
Uttar Dinajpur	2560438	1321989	1238449	26.97	5.40	48.63	59.27	37.16
Overall	35832891	18422099	17410792					



The Education Scenario in West Bengal

In 1977, the erstwhile Education Department of the state was bifurcated into 2 separate Departments i.e. School Education Department and Higher Education Department to meet the needs and requirements of Education in the state.

The School Education Department was entrusted with the task of looking after the School Education including Madrasah Education, Social Education and Library Services.

The Minister-in-charge of School Education along with Secretary and Secretariat, take policy decisions in respect to matters related to School Education including Madrasah Education. The Director of School Education implements the policies of the Government through the inspectors located in the districts, sub-divisions and circles.

The entire School Education system has been decentralised into separate tiers. The educational and administrative system which run the primary schools in the districts are managed by autonomous bodies viz, the District Primary School Council (DPSC) under the supervision and guidance of the West Bengal Board of Primary Education (WBBPE).

The West Bengal Board of Primary Education is a unique feature of the School Education Department under the Government of West Bengal. The Board is responsible for formulating strategies, policies and taking decisions on issues related to primary education in West Bengal. The Board deals with the following issues:

- a) To provide, by regulation, the syllabus and the courses for study.
- b) To maintain and publish the list of books approved for use in primary schools.
- c) To supervise and guide District Primary School Council on the methods / techniques of teaching-learning process related to primary education.
- d) To exercise general supervision and monitoring of the activities of District Primary School Councils.



Under the guidance of West Bengal Board of Primary Education, District Primary School Councils are set up for each district. They have the following responsibilities:

- a) To look into administrative matters like the appointment of teachers and other staff, transfer cases of teachers and other staff and maintenance of service books of teachers in the districts.
- b) To construct, repair and manage all primary schools under public management.
- c) To set up new primary schools, on the terms and conditions set up by the government from time to time. In West Bengal, primary education involves 4 grades from classes –I to IV.

The West Bengal Board of Madrasah Education is entrusted for upgrading the Madrasah Education under centrally sponsored scheme, in this state since 1995-96 covering all recognised Madrasahs in phased manner. The object of the scheme is to encourage Madrasahs and Mokhtabs by giving financial assistance to introduce Science, Mathematics, Social studies, Hindi and English in their curriculum so that the students may get opportunity to acquire basic education compatible to the National Education System.

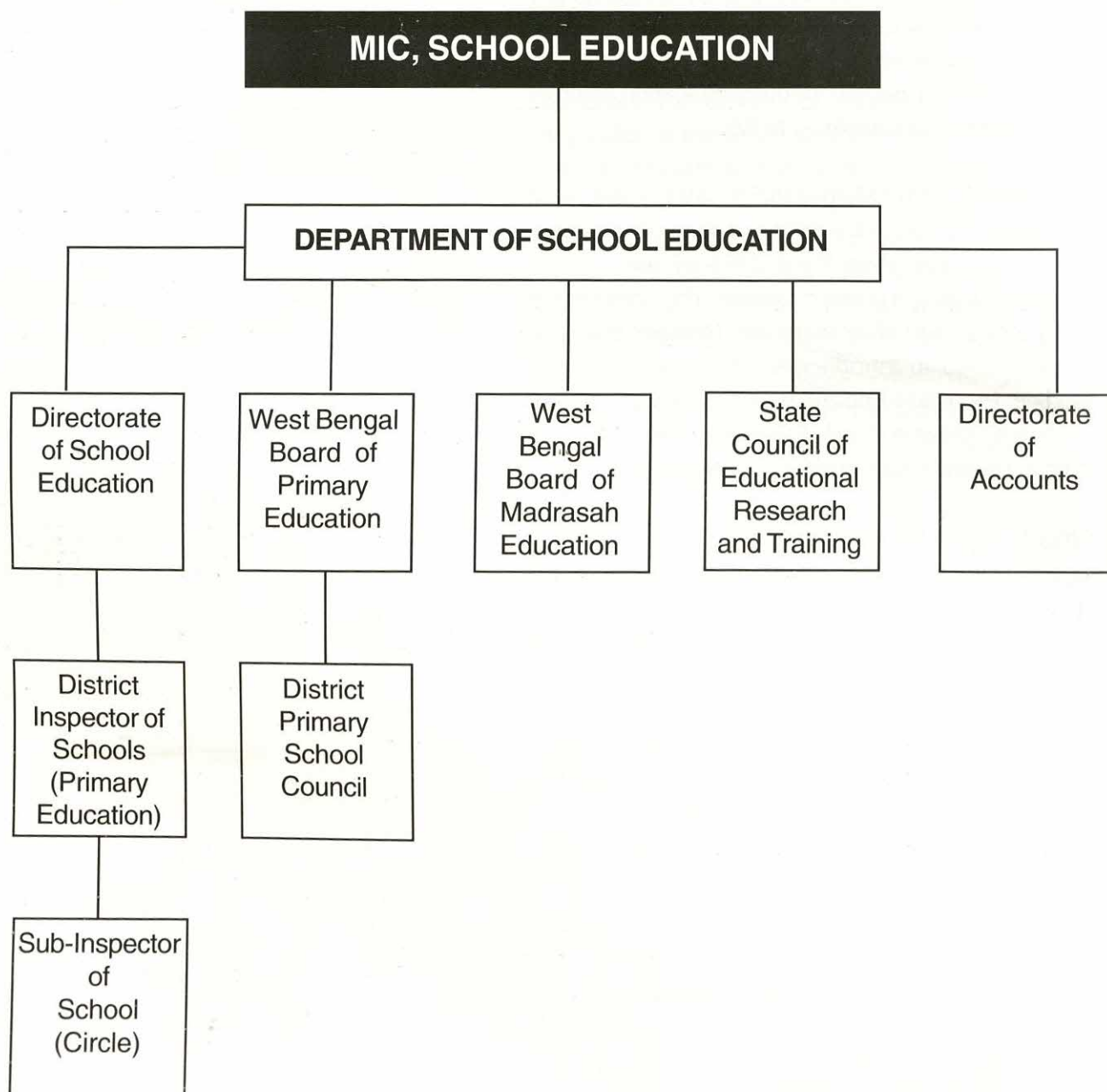
West Bengal District Primary Education Programme provides support to the Madrasah Board. All teaching-learning materials and training manuals developed by WBDPEP have been translated into the required languages for effective utilisation.

The SCERT, under the direct control of the School Education Department, looks after the issues of educational management, research and training.





The following diagram shows the management system of primary education in West Bengal



Administrative Set-up (As on 01.04.2003)

District	No. of Sub Divisions	No. of Blocks/Panchayat Samities	No. of Municipalities	No. of Gram Panchayats	No. of Gram Sansads	No. of Municipal Wards
Bankura	3	22	3	190	2488	57
Birbhum	3	19	6	167	2107	101
Coochbehar	5	12	6	128	1701	79
Murshidabad	5	26	7	255	3621	126
South 24 Pgns	5	29	7	312	4330	150
Phase - I Total	21	108	29	1052	14247	513
Dk. Dinajpur	2	8	2	65	966	41
Jalpaiguri	3	13	4	146	2112	91
Malda	2	15	2	147	2027	42
Puruliya	3	20	3	170	1925	47
Uttar Dinajpur	2	9	3	100	1476	59
Phase - II Total	12	65	14	628	8506	280
Grand Total	33	173	43	1680	22753	793

Source : Plan Documents, PBRPSUS.

General Information on Primary Education (as on 01.04.2003)

District		Circle	Primary Schools (Govt.)	Total Enrolment (Overall) (in lakhs)	Total Teacher (Govt.)	PTR (Govt.)	SSR (Govt.)	STR (Govt.)
Phase I	Bankura	45	3462	3.51	9114	35.49	93.44	2.63
	Birbhum	32	2373	4.11	7663	49.25	159.56	3.23
	Coochbehar	24	1810	3.92	6129	60.15	216.56	3.39
	Murshidabad	41	3170	8.66	10402	69.30	228.00	3.28
	S - 24 Parganas	51	3560	9.74	10461	74	216.00	2.94
	Phase I Total	193	14375	29.94	43769	57.44	182.71	3.09
Phase II	D. Dinajpur	17	1214	2.39	4151	50.39	172.3	3.42
	Jalpaiguri	27	1968	5.16	6172	69.00	215.87	3.32
	Malda	29	1881	4.66	6532	57.75	200.00	3.47
	Puruliya	44	2976	2.85	5699	44.82	86.00	1.91
	U. Dinajpur	17	1438	3.02	5005	57.00	200.00	3.47
	Phase II Total	134	9477	18.08	27559	55.79	174.83	3.12
	Grand Total	327	23852	48.02	71328	56.62	178.77	3.11

Source : Plan Documents, PBRPSUS.

Enrolment Status (as on 01.04.2003)

	District	Boys (in lakh)	% of Boys Enr	Girls (in lakh)	% of Girls Enr	Total
Phase I	BANKURA	1.84	52.46	1.67	47.54	3.51
	BIRBHUM	2.10	51.14	2.01	48.86	4.11
	COOCHBEHAR	1.98	50.62	1.94	49.38	3.92
	MURSHIDABAD	4.37	50.44	4.29	49.56	8.66
	SOUTH 24 PARGANAS	4.89	50.19	4.85	49.81	9.74
	Phase I Total	15.21	50.80	14.73	49.20	29.94
Phase II	DAKSHIN DINAJPUR	1.21	50.49	1.18	49.51	2.39
	JALPAIGURI	2.64	51.07	2.52	48.93	5.16
	MALDA	2.34	50.23	2.32	49.77	4.66
	PURULIYA	1.51	53.10	1.34	46.90	2.85
	UTTAR DINAJPUR	1.57	51.94	1.45	48.06	3.02
	Phase II Total	9.28	51.32	8.80	48.68	18.08
	Grand Total	24.57	51.16	23.45	48.84	48.02

Source : DISE 2002 and other secondary sources

Status of Toilet and Drinking Water Facility (as on 01.04.2003)

District	No. of Schools	No. of schools having Facilities of		
		Drinking Water	Common Toilet	Girls Toilet
BANKURA	3462	2343	816	138
BIRBHUM	2373	1354	365	96
COOCHBEHAR	1810	1555	1424	534
MURSHIDABAD	3170	2513	1119	249
SOUTH 24 PARGANAS	3560	2022	1252	245
Phase - I Total :	14375	9787	4976	1262
DAKSHIN DINAJPUR	1214	887	231	34
JALPAIGURI	1968	642	375	72
MALDA	1881	1188	568	51
PURULIYA	2976	1958	191	50
UTTAR DINAJPUR	1438	788	490	34
Phase - II Total :	9477	5463	1611	241
Grand Total :	23852	15250	6587	1503

Source : Plan Documents & DISE 2002 - PBRPSUS.

Information on Teachers (as on 01.04.2003)

District	Trained			Untrained			Overall			Key Indicators	
	Male	Female	Total	Male	Female	Total	Male Teacher	Female Teacher	Total Teacher	% Trained	% Female
Bankura	6801	831	7632	1098	384	1482	7899	1215	9114	83.73	13.33
Birbhum	5747	1063	6810	737	116	853	6484	1179	7663	88.86	15.38
Coochbehar	4044	792	4836	852	441	1293	4896	1233	6129	78.90	20.11
Murshidabad	3517	1680	5197	4390	815	5205	7907	2495	10402	49.96	23.98
South 24 Pgs	3299	1583	4882	4637	942	5579	7936	2525	10461	46.66	24.13
Phase I Total	23408	5949	29357	11714	2698	14412	35122	8647	43769	67.07	19.75
Dakshin Dinajpur	2371	539	2910	978	263	1241	3349	802	4151	70.10	19.32
Jalpaiguri	2723	1746	4469	1337	366	1703	4060	2112	6172	72.41	34.22
Malda	3133	735	3868	2079	585	2664	5212	1320	6532	59.22	20.21
Puruliya	2819	559	3378	2132	189	2321	4951	748	5699	59.27	13.13
Uttar Dinajpur	3173	931	4104	689	212	901	3862	1143	5005	82.00	22.84
Phase II Total	14219	4510	18729	7215	1615	8830	21434	6125	27559	67.96	22.23
Grand Total	37627	10459	48086	18929	4313	23242	56556	14772	71328	67.42	20.71

Source : Plan Documents, PBRPSUS



GER and NER (as on 01.04.2003)

Sl. No.	District	5+ to 8+ Population (in lakh)	GE(%) (in lakh) (Overall)	GER (Overall)	NE (in lakh) (Overall)	NER (%) (Overall)
1	Bankura	3.55	3.51	98	3.25	91
2	Birbhum	3.38	4.11	121	3.21	94
3	Coochbehar	2.90	3.92	135	2.61	90
4	Murshidabad	6.73	8.66	128	6.66	98
5	South 24 Parganas	8.11	9.74	120	7.88	97
	Phase - I Total	24.68	29.94	121	23.61	95
6	Dakshin Dinajpur	2.00	2.39	119	1.92	95
7	Jalpaiguri	3.87	5.16	133	3.65	94
8	Malda	3.74	4.66	124	3.50	93
9	Puruliya	2.99	2.85	95	2.68	89
10	Uttar Dinajpur	2.81	3.02	107	2.71	96
	Phase -II Total	15.42	18.08	117	14.46	93
	Grand Total	40.10	48.02	119	38.07	94

Source : Plan Documents – PBRPSUS.



Supervision and Monitoring set up for Primary Education

The administrative section of School Education Directorate, West Bengal looks after all administrative and allied matters of primary education at state level. At the district level, the monitoring and supervision is mainly entrusted upon the District Inspectorate for Primary Education. District Inspector (PE) is the head of the District Inspectorate for Primary Education. In order to further decentralize, Additional District Inspectors of schools are being posted in the districts with financial powers. The sub-district level or the circle is looked after by the SI of schools. In DPEP districts, each circle has a Circle Resource Centre (CLRC), with SI of School (PE) being the ex-officio Circle Project Coordinator (CPC) and in charge of the CLRC.

Supervision and Monitoring set up

Sl. No.	District	SI/s	AI/s	ADI/s	DI/s
1.	Bankura	46	7	1	1
2.	Birbhum	33	6	1	1
3.	Coochbehar	24	6	1	1
4.	Murshidabad	42	6	1	1
5.	South 24 Parganas	57	4	1	1
	Phase- I Total	202	29	5	5
6.	Dakshin Dinajpur	16	4	0	1
7.	Jalpaiguri	27	6	1	1
8.	Malda	29	6	0	1
9.	Purulia	43	7	0	1
10.	Uttar Dinajpur	17	3	0	1
	Phase – II Total	132	26	1	5
	Grand Total	334	55	6	10





Civil Works

For the past 5 years, the Civil Works unit of DPEP has been working to fulfill the essential requirements for the improvement of infrastructure of existing primary schools. DPEP has been implemented in the phase-II districts since 2000-01, and the progress of construction work in these districts is remarkable. This is because of the working experience already accumulated from phase-I districts and the said experience is capitalized for construction activities in phase II districts.



Civil Works unit consists of one Assistant Engineer and one Junior Engineer at existing districts at the concerned district project offices. One JE is posted in each block for ground level monitoring and supervision of the construction activities in collaboration with VCC/WCC members. The block level JEs are the key persons for maintaining the quality of each construction activity and also responsible for verifying the utilization certificate produced by VCC/WCC members.

Drawing & Design for Construction

All designs like structural as well as Architectural for NSBs & CLRCs are developed at State Project Office and supplied to district officials with an approximate unit cost of Rs.3.85 lakhs for each NSB, 5.85 lakhs for each CLRC and 1.5 lakhs for each ACR. All the designs are based on certain parameters like number of rooms, size of room, total sq.ft. area etc.

Cost Effective Conventional Technology

The conventional method of construction has been adopted because CET reduces the cost of the construction, without compromising the safety of the structure. This type of construction procedure is very much known to the VCC / WCC members.

West Bengal
District Primary
Education
Programme



Planning & Development

This SPO Civil Cell provides guideline for vetting of necessary drawing, design and estimate to all districts. Special guideline is provided regarding preparation of drawing and design for Integrated Educational Complex (IEC) constructed at sub-division level.

Capacity Building

A number of consecutive and intensive trainings are organized at different levels for different categories of stakeholders. Experts from different institutions of national/international repute, consultants are involved in the training process.

Execution

Construction work of NSB, ACR, renovation work and drinking water and toilet facilities are carried out through concerned VCC/WCC members under the VECs and WECs. Construction of CLRC are carried out by the concerned members of Panchayet Samiti.

SPO Engineers as well as District Engineers are involved in monitoring and supervision, sorting out the problems and the remedies and also assisting the VECs/WECs during the construction.

Progress of Civil Works

The construction of NSB, ACR & CLRC in all phase – I districts is almost complete. The Civil Work in phase-II districts is likely to be completed within next two years.





PHASE – I DISTRICTS
NEW SCHOOL BUILDINGS

DISTRICT	TOTAL TARGET	COMPLETED	IN PROGRESS	NOT STARTED
BIRBHUM	136	112	23	01
BANKURA	178	162	14	02
COOCH BEHAR	183	117	66	00
MURSHIDABAD	113	88	23	02
SOUTH 24 PARGANAS	157	86	60	11
TOTAL	767	565	186	16

ADDITIONAL ROOMS

DISTRICT	TOTAL TARGET	COMPLETED	IN PROGRESS	NOT STARTED
<i>BIRBHUM</i>	283	261	19	03
BANKURA	259	182	74	03
COOCH BEHAR	299	295	04	00
MURSHIDABAD	341	332	8	01
SOUTH 24 PARGANAS	496	392	86	18
TOTAL	1678	1462	191	25

CIRCLE RESOURCE CENTRES

DISTRICT	TOTAL TARGET	COMPLETED	IN PROGRESS	NOT STARTED
BIRBHUM	32	31	01	00
BANKURA	45	45	00	00
COOCH BEHAR	23	23	00	00
MURSHIDABAD	41	36	05	00
SOUTH 24 PARGANAS	55	51	0	04
TOTAL	196	186	06	04



PHASE – II DISTRICTS

NEW SCHOOL BUILDINGS

DISTRICT	TOTAL TARGET	COMPLETED	IN PROGRESS	NOT STARTED
JALPAIGURI	218	107	52	59
DAKSHIN DINAJPUR	75	28	32	15
UTTAR DINAJPUR	33	12	18	03
MALDA	150	84	50	16
PURULIA	64	01	38	25
TOTAL	540	232	190	118

ADDITIONAL ROOMS

DISTRICT	TOTAL TARGET	COMPLETED	IN PROGRESS	NOT STARTED
JALPAIGURI	86	59	17	10
DAKSHIN DINAJPUR	287	106	132	49
UTTAR DINAJPUR	275	101	115	59
MALDA	188	97	73	18
PURULIA	85	04	37	44
TOTAL	921	367	374	180

CIRCLE RESOURCE CENTRES

DISTRICT	TOTAL TARGET	COMPLETED	IN PROGRESS	NOT STARTED
JALPAIGURI	27	13	12	02
DAKSHIN DINAJPUR	16	12	03	01
UTTAR DINAJPUR	17	10	06	01
MALDA	28	06	15	07
PURULIA	42	10	29	03
TOTAL	130	51	65	14



Provision of Drinking Water & Toilet facility in Schools :

Apart from basic construction, DPEP fund is also utilized for the provision of Drinking Water & Toilet facility in schools. In addition, the Total Sanitation Campaign programme is utilized where the fund from other sources such as fund from UNICEF or Zilla Parishad is dovetailed for covering each school in the district.

Number of schools with Drinking Water & Toilet facility out of DPEP fund

DISTRICTS	PRIMARY	
	Drinking Water	Toilet Facility
BANKURA	0	0
BIRBHUM	1	162
COOCHBEHAR	0	0
MURSHIDABAD	361	361
SOUTH 24 PGS	134	220
Phase – I Districts	496	743
DAKSHIN DINAJPUR	0	0
JALPAIGURI	0	0
MALDA	0	0
PURULIA	0	0
UTTAR DINAJPUR	48	48
Phase – II Districts	48	48
GRAND TOTAL	544	791

Child Friendly Element (CFE) in School

For ensuring child attractive school environment, the child friendly elements are also included in the construction activity. In each district some construction for CFE have already been executed. The internal elements are ledges along walls, children's chalkboards of various shapes and sizes, display boards etc. External elements are open sitting arrangements, amphitheatres, slides, swings, play walls, sand pits etc.



Community Mobilisation



Community Mobilisation is an important component of DPEP. The active involvement of community members is the key factor towards the success of **Universalisation of Primary Education**. The platform for community participation in UPE is the Village Education Committee (VEC) in rural areas and the Ward Education Committee (WEC) in urban areas. Through regular meeting / training of the members of VEC / WEC, an ownership pertaining to education in the locality has gradually been developed.

As a result, the involvement of the community is a pre requisite in civil construction, enrollment, retention and quality education of children, micro level and planning and implementation, establishing alternative schools, ensuring attendance of the teachers and students, etc.

During 2002-03, following activities were undertaken:

District Level Activities

- Capacity building of RPs and VEC/WEC members through meetings / issue based training at local / CLRC levels.





District wise Status Report of VEC & WEC

Name of District	Total No. of Gram Sansad	Total No. of Ward	No. of VEC formed	No. of WEC formed	Total No. of VEC & WEC Members	No. of VEC & WEC Member Trained
Bankura	2488	57	2472	47	42959	27420
Birbhum	2107	101	2069	86	32974	20709
Coochbehar	1713	79	1478	79	23741	22376
Murshidabad	3620	126	2553	126	44030	22800
South 24 Parganas	4328	150	3830	150	57327	9085
DPEP Phase – I	14256	513	12402	488	201031	102390
Jalpaiguri	2138	91	1525	75	21980	7271
Purulia	1925	47	1765	46	33720	11140
U. Dinajpur	1476	57	1476	57	20970	6944
D. Dinajpur	925	41	925	41	16616	6575
Malda	2021	42	1832	42	37601	5026
DPEP Phase –II	8485	278	7523	261	130887	36956
Total	22741	791	19925	749	331918	139346



- Maintenance of child register with latest information of the children
- Developing and printing of materials for capacity building of VEC/WEC members.
- Different activities for enrollment and retention like:
 - i. Folk campaign particularly in pocket areas
 - ii. Issuing of Green cards and Pink cards particularly for migrating children
 - iii. For the wider sensitization of Parents, Teachers and the community at large on the issues of Universalisation of Primary Education, hoarding and wall writing have been put up at important public places, Block Office, Municipalities as well as at School campus.

State Level Activities

- Review meeting with the CM Coordinators of the concerned district
- Meeting with the State Resource Group members.
- Meeting with representatives from Teachers Organisation.
- State level meeting with the ADMs, DPOs and Teacher's Organizations on enrollment drive.

Habitation Planning :

Besides the forgoing activities on community mobilisation, the Habitation Level Planning activities were conducted at different places of those districts as a strategy for ensuring active participation of the community. A few examples on Habitation Level Planning activities are given below:

Micro-planning exercises, in the form of Habitation Planning taking into account all the available secondary and primary data, are being conducted in each DPEP district. With the help of external facilitator, VEC members and other representatives of the community carry out this exercise and make comprehensive plan on their own, for their localities related to access, enrolment, retention, quality improvement and also for bridging gender and other social category gaps. There is a vision to initiate this process in each habitation and to continue the same under Sarva Shiksha Abhiyan even after DPEP period.

At the initial stage, Habitation Planning exercises were utilized to establish the linkage between selected ILIP schools and the concerned communities. On the line of the said objectives, a few experiments have been undertaken in Malda, Murshidabad, Dakshin Dinajpur, Cooch Behar and Jalpaiguri districts.





The importance of community participation is injected through Participatory Learning & Action (PLA) in Habitation Planning. The outcomes of such micro-planning exercises with communities have been incorporated to habitation plans with thrust on quality of education.

A number of Habitation Planning trainings / workshops has been organized at State Level. The participants in those workshops were District Project Officer, Additional District Project Officer, Dy.District Project Officer, Sub Inspector of Schools and other Coordinators from the 10 DPEP districts.

(a) Habitation Planning at Malda : The habitation planning exercise was organised at Malda on April 22-24, 2002 through a workshop which was attended by 2 Resource Persons from each Block. The programme was organised by District Project Officer, SSA & DPEP, Malda with support from SPO, PBRPSUS. The programme was conducted jointly by a team comprising 2 officials from SPO and 2 Key Resource Persons already trained at Kalna. The programme was designed with the objective of capacity-building of about 2 Key Resource Persons (External Facilitators) coming from each Block on habitation planning for UEE through hands on training; capacity-building of Animators from selected habitations and Chairman and Secretary of each of the concerned VECs (Internal Facilitators); and ultimately the preparation of 3 *Habitation Plans for UEE* at the end of the programme.

(b) Habitation Planning at Dakshin Dinajpur : Micro-planning exercise was organized at district level of Dakshin Dinajpur between 5th-7th Dec.2002, through a field based training cum workshop by State Project Office with support from the District Project Office. The participants in this workshop were Sub-Inspector of Schools, who are the Co-ordinator of CLRC, Resource Teacher, Member of the Gram Panchayat and District Resource Persons. The main objectives of this workshop was to orient of the District Resource Persons with the methodology of formulating **Habitation Level Plan** by applying PLA techniques.

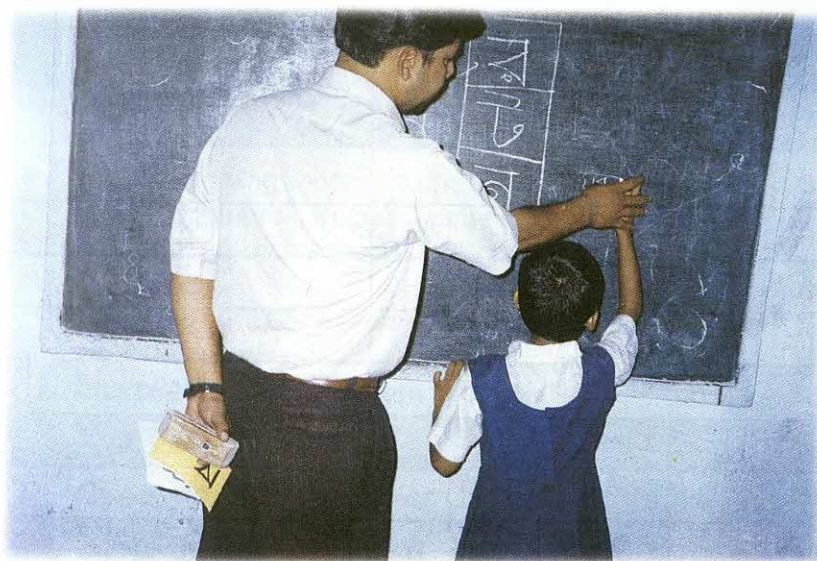


Similar micro-planning exercise was undertaken at Uttar Dinajpur, Jalpaiguri, Murshidabad and Cooch Behar districts on 25th-27th Nov,2002, 24th-26th Nov,2002 and 24th-26th Oct,2002.

Alternative Schooling



Various complicated socio-economic, cultural and geographical reasons have come in the way of infringing the rights to basic education of many children. There are children who are living in difficult circumstances and are still outside the purview of formal schooling. This ground reality compels the educational planners and educationists to put much emphasis on more flexible alternative systems of education so as to ensure universal access, enrollment and retention of the children of the deprived section.



Shishu Shiksha Karmasuchi In West Bengal

- ❖ The existing Alternative School system in the name of Shishu Shiksha Karmasuchi is being run by the Panchayat and Rural Development Department, Govt. of West Bengal to ensure access in unserved habitations, in areas having geographical barriers and even in the served habitations where the enrollment pressure is high. The Shishu Shiksha Karmasuchi is being implemented through community managed schools named Shishu Shiksha Kendras (SSKs) with the involvement of Shiksha Sahayikas (SS) recruited from the locality.





District wise Status Report on SSK :

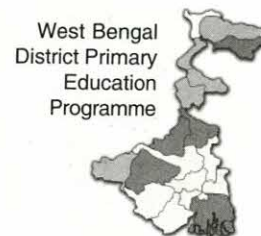
District	No. of SSKs running	No of Sahayika	Total No. of Children enrolled
Bankura	376	606	14167
Birbhum	566	1133	28735
Coochbehar	700	1654	34429
Murshidabad	1540	4350	128865
South 24 Parganas	1354	2965	99363
DPEP phase – I	4536	10708	305559
Dakshin Dinajpur	589	1169	23318
Jalpaiguri	1129	3057	62421
Malda	490	964	40817
Purulia	191	382	11417
Uttar Dinajpur	592	1356	43646
DPEP phase – II	2991	6928	181619
Total	7527	17636	487178

❖ Bridge Course:

Bridge Course programme initially started as pilot basis in collaboration with UNICEF. The pilot project has been implemented in 2 DPEP districts in West Bengal. The Bridge Course programme is mainly conducted for those children, who are dropped from the formal school system or the children never enrolled to schools. After successful completion of Bridge Course curriculum, those children will be mainstreamed either in formal schools or in Alternative schooling system.

Status of Pilot Bridge Course Programme:

DISTRICT	No. of Centers Opened	No. of Learners
Murshidabad	29	654
Jalpaiguri	25	673
Total	54	1327



Activities for Bridge Course:

- Bridge Course materials for Class-I to V has already been prepared.
- District Support Team Members have been recruited in the concerned districts for academic support and for monitoring the centers.
- Training imparted to the District Support Team Members, Bridge Course Instructors and the Resource Persons of Bridge Course.

❖ Opening of EGS Centers run by NGOs

State Govt. has already decided to involve NGOs in alternative education system for hardest to reach children for specific period. As a result the following initiatives have been undertaken for opening of EGS Centers to be run by the Non Governmental Organizations:

- An eleven member Grant In Aid Committee (GIAC) has been constituted for giving approval to the proposals submitted by the NGOs.
- Advertisement published in the local daily inviting proposals from bonafide NGOs for opening EGS Centers.
- Guidelines for opening of EGS Centers have been sent to the districts.
- NGOs are submitting proposals to District SSA Office.
- The District Project Offices from different districts have forwarded few proposals to SPO. These are to be placed before the GIAC.



PEDAGOGY

The main indicator of the quality education is the learners' achievement both in scholastic and non-scholastic areas. Keeping in view, the objective of DPEP intervention particularly the quality education of all children, both the teachers' based modular training and child-centric learners' based pedagogical activities are being organized at different levels even down the school level. It revolves around the quality of infrastructure and support services, curriculum and teaching learning materials, classroom processes, pupil evaluation, involvement of community, monitoring and supervision etc.

The thrust under DPEP towards quality education

- Organising Workshop / training for teachers on a periodical basis and with a follow up mechanism.
- Creating and sustaining teacher motivation through workshop at CLRCs
- Revitalizing supervision system for quality elementary education.
- Organising Workshop with teachers on the issue of district specific needs.
- Development of competency based and contextual teaching-learning materials.
- Improving teaching learning processes and emphasizing activity based child centred joyful learning through hands on support to the teachers and students.
- Providing remedial teaching and enrichment programmes for all.
- Sustaining the process of regular and comprehensive evaluation and grading system.
- Emphasizing the participatory management in elementary education with community support.
- Orienting the district key functionaries on quality issues under SSA.
- Orienting the teachers on SSA intervention.
- Capacity building of teachers in few districts on new Pedagogical concepts focusing micro level intervention for the qualitative improvement of each individual child.
- Capacity building of CPCs on role & function of CLRC.
- Provided TLM grant @ Rs.500/- p.a. to all in position teachers.

Activities undertaken are of two kinds :

- ↳ Macro level activities.
- ↳ Micro level activities



- In Macro level activities, it's main emphasis has been laid on in service training of Primary Teachers, training of CLRC personnel, Resource personnel, support like supply of modules for Teachers' Training, TLM Grant, School Grant and monitoring.

Micro level activities like SLIP (School based Learning Improvement Programme) / ILIP (Intregrated Learning Improvement Programme) have been introduced in 10 DPEP districts of West Bengal. It focusses the need for a shift from teaching improvement initiatives to learning improvement initiatives by providing school based, need based and hands on support to teachers and students with simultaneous institutional arrangement for ensuring managemnet of change on a sustained basis.

State Level

- Training of KRPs on 3rd module (150 KRPs of 10 DPEP districts)
- Development of training materials on Role & Function of CLRCs/CRCs/CPCs/RTs.
- State Level Workshop for District Resource Persons of DPEP Districts on Role & Funcion of CLRCs / CRCs / CPCs/RTs.
- Development of training materials on Multigrade / Large size class room situation / Effective use of Library books in collaboration with Distance Education Cell.
- State Level Workshop for District Resource Persons of DPEP Districts on Multigrade / Large size class room situation / Effective use of Library books in collaboration with Distance Education Cell.
- State Level Workshop for District Resource Persons on Noon / Afternoon Workshop.
- Revision of class -IV Text Books by West Bengal Board of Primary Education.
- State Level Workshop for development of module on Health Education By WBBPE
- State Level Workshop for development of module on English Training By WBBPE
- State Level Workshop for Revision of curricullum and syllabus By WBBPE





Circle Resource Centre (CLRC) & Cluster Resource Centre (CRC)

In order to coordinate activities relating to implementation of DPEP at the sub-district level in general and to provide academic resource support to the teachers of primary schools in particular, CLRCs in place of BLRCs in the DPEP districts have been set up. This has a novel peculiarity that the CLRCs are developed at the circle level with 60-70 schools and 120-150 teachers. In West Bengal Circle is the lowest administrative set up at sub-district level for primary education. Sub-Inspector of Schools of the circle has been authorised to function as Circle Project Coordinator (CPC) of the concerned CLRC in addition to normal duties. All academic and administrative functions have been carried out from CLRC. Since SSA has been launched in the state and demand of quality education of each district is the area of concern of the local community, the concept of CRC with 10-12 primary schools and upper primary schools under each gram panchayat or in municipal level has been developed. The CRC is headed by one CRC coordinator. CRC is mainly looking after the quality of education within the area and coordinate all the agencies in the field of primary and upper primary education under the guidance of CPC. The CLRC has two resource teachers – one for primary and other for upper primary intervention. It provides resource support to the schools, conducts evaluations, monitors and supervises organised mobilisation of community and support to strengthen the planning and management process.

In 10 DPEP districts major activities of CLRC

- ★ RTs are holding noon and afternoon workshops for VEC members and teachers respectively.
- ★ Each school and each VEC are being monitored by RTs/CPCs once in two months. School visit is being held regularly.
- ★ Field level data are being compiled at CLRC level and being used for planning and monitoring.
- ★ Compilation of data coming from VEC through monthly reporting system.

Integrated Learning Improvement Programme (ILIP)

From 2002-2003 academic years SLIP (School based Learning Improvement Programme) was renamed as ILIP (Integrated Learning Improvement Programme) in consultation with WBBPE. Presently the programme includes 4018 schools in 8 DPEP & SSA districts viz. Bankura, Birbhum,

Murshidabad, Coochbehar, Jalpaiguri, South 24 Parganas, North Dinajpur, Dakshin Dinajpur and 7 non-DPEP viz. Kolkata, Howrah, Hooghly, Purba Midnapore, Nadia. The programme has been extended upto Class – II in 3506 schools, where Class-I had been covered by the said programme in the previous year.



This programme is running extensively with support of organizations like:

- ★ WBBPE
- ★ DPSC, of each district
- ★ DSE, West Bengal
- ★ SCERT, West Bengal
- ★ UNICEF

A Principle

Overall development of a “child” through holistic approach involving community at large with introduction of scientific “Learning Initiatives” in the class-room

Aim : Qualitative improvement of primary education through

- ★ Self-learning
- ★ Peer learning
- ★ Cooperative learning
- ★ Elimination of existing disparity among the “advantaged” and “disadvantaged” group within the classroom.
- ★ Shifting from teaching improvement initiative to learning improvement initiative.
- ★ Reduction of gender and social gaps.
- ★ Ensuring community participation.



C. Activities undertaken

Administrative and managerial

- Engagement of VRP from local community to high PTR.



- Formation & functioning of DQMT (District Quality Management Team).
- Engagement of DRF (District Research Fellow)
- Addressing the infrastructural inadequacy, the morning shift introduced in some schools.
- Monitoring each school by DQMT and State team.

Capacity Building

(i) Workshop

- Three State Level Workshops – sharing and feed back of different prior activities and prepare action plan on forthcoming activities.
- Sensitization of district functionaries.
- Sensitization of sub-district functionaries.
- Regular CLRC afternoon workshop (monthly / bimonthly) for sharing feedback, planning, finding out solution for specific problem related to classroom teaching.
- District level TLM workshop – grade and subject specific preparation and improvisation of TLM.
- On classroom transaction with relevant teaching-learning material.
- Workshop with concerned organization on the issue of convergence.
- ILIP packages in relation to existing textbooks.

(ii) Training

- DQMT Training
 - KRP/RP Training
 - Teachers' Training
 - VRP Training
- Different training programmes for the members of the District Quality Manage-

ment Team, Resource Persons/Key Resource Persons, Teachers and Voluntary Resource Persons have been organized at the district level.



(iii) Research, Study & Analysis

- BAS, to assess learners' level of achievement
- Terminal evaluation to assess and compare learners' level of achievement time to time.
- Comparative study between ILIP and non-ILIP schools under similar infrastructural condition and manpower in position.
- Circle-wise comparative study of a particular district.
- Study on attendance with progress of the programme.

Material Development

- Designing of worksheet for drill & practice, evaluations.
- Moderating worksheet.
- Preparing teachers' manual & handbooks.
- Developing low cost, highly sustainable, competency based user-friendly TLMs of each subject.
- Preparing training materials, training schedule.





(v) Others

(i) Community ownership programme.

- Conducting Participatory Learning and Action (PLA) Programme to generate awareness and ensure participation of community as beneficiaries.
- Conducting regular meeting through PTA

(ii) Media & Documentation

- Video photography on PLA.
- Visual documentation on workshops, training and classroom transaction.
- Audio documentation on reading skill.
- Updating database of various activities.
- Exhibition of several documentation and teaching learning material in Vidyasagar Mela.

D. Achievement :

i. Inside classroom

- Teacher attached entirely for Class-I as group teacher in most cases.
- Participatory learning culture through large and small group activities.
- Teacher as a facilitator.
- Responsible function of group leader.
- Articulation of team spirit and cooperative work culture.
- Active engagement of student in task and sub-task.
- Flexible management between time and task.
- Interlinking between cognition and experience by the VRPs in identification of relatively slow learners and also providing remedial teaching.

- Qualitative improvement of students' independent reading, writing and comprehensive ability.
- Qualitative improvement of student in mental computing and systematic problem solving activities.

ii. *Outside classroom.*

Communities / parents have now become more conscious about importance of education. They have become more keen to attend PTA / MTA / PLA in order to solve basic problems of schools. They have turned towards quality consciousness.





Distance Education Programme

The importance of Distance Education emerged in this background as supportive initiative to provide cost effective, learners' based pedagogy. Last year Distance Education Component in WBDPEP has focused on material development for the teacher-training programme.

The Distance Education Programme at the state level has been designed to :

- Provide technical support in developing, producing and supplying distance learning inputs and materials for training the primary education personnel.
- Assist in reducing transmission loss by suitable DL material / Self Instruction Material interventions thereby increasing consistency and quality of training efforts.
- Develop material and organize training input for KRPs, RTs and teachers.
- Build capacity among institutions and people at the district and sub-district levels in designing, developing, producing and supplying DL material.

Material Development –

- i) Development of a video film on teaching learning process named 'Shikshan Britte Shishu'. This film is a part of the Pedagogy Teacher Training Module III and being used at the time of interaction session of the teachers training programme.
- ii) Development of module on Multigrade Teaching for large size classroom.
- iii) Development of Teacher Training Module in Hindi, Urdu and Nepali has been completed in collaboration with SCERT and WBBME
- iv) Development of module on role and function of CLRC level afternoon workshops completed.
- v) Development of module on effective use of library books.

Early Childhood Care and Education



It is a well-known fact that pre-schooling component has a positive impact on the performance levels of the children at the later stages of schooling. Hence, considering the quality of education ECCE has been considered as a major intervention under DPEP. That is why it was decided to extend support to existing pre-schooling centers or AWCs of ICDS project. However, keeping in mind the all round development of pre-school child (3-5) pre-school Teaching Learning Materials were selected and procurement of those articles have been finished in almost all districts except Purulia.

Convergence : A Policy

Pre-schooling component is taken care by ICDS project under the direct control of Women & Child Development & Social Welfare Department in West Bengal. A working group on ECCE has been formed having representatives from both Departments and agreed to the following issues for convergence.

Providing TLM to Angan Wadi Centres.

Conducting pre-school training programme on use of TLM.

Preparing pre-school database.

Innovatives at SPO

- State Level KRP Training Workshop on ECCE
- Finalization of Pre-school survey format and sending it to districts
- Visited about 50 AWCs of DPEP districts
- Conducted ECCE workshop at Malda, Uttar Dinajpur, Birbhum, Purulia
- Workshop for Development of Training Module on ECCE
- Workshop with ICDS functionaries and DPOs of DPEP districts on ECCE activities.
- Procurement and distribution of Model Pre-school TLM kit to DPEP districts.





Development of Pre-school Database:

Following the convergence plan between DPEP and WCD & SW Department, pre-school database has been developed in all districts of our state. The objectives of developing pre-school database may be described in the following ways:

- The location of the Angan Wadi Centres (AWCs) and habitation served by AWCs.
- The number of Angan Wadi Workers (AWWs) and Angan Wadi Helpers (AWHs).
- To know the distance between primary school and AWC and timing including duration of the AWC.
- To know the existing infrastructure facilities of the AWCs.
- To know the enrolment status of the children (3-5 years) in the AWCs.



Report on pre-school survey (Phase I DPEP districts)

Name of the district	% of AWCs run in own building	% of AWCs run in primary school	% of AWCs run in open space	% of enrolment of 3-6 years girls in AWC	% of enrolment of 3-6 years SC/ST students in AWC	% of enrolment of 3-6 years disable students in AWC
Bankura	4.14	10.95	72.32	48.86	51.29	.021
Birbhum	10.88	70.47	11.96	47.87	28	0.23
Murshidabad	1.51	9.47	35.75	49.43	24.07	0.24
South 24 Pgs	19.23	29.03	5.58	48.96	72.09	0.87
Coochbehar	50.48	10.03	17.04	48.94	52.18	0.25

Report on pre-school survey (Phase II DPEP districts)

Name of the district	% of AWCs run in own building	% of AWCs run in primary school	% of AWCs run in open space	% of enrolment of 3-6 years girls in AWC	% of enrolment of 3-6 years SC/ST students in AWC	% of enrolment of 3-6 years disable students in AWC
Uttar Dinajpur	5.14	7.91	54.59	48.68	29.35	0.24
Purulia	38.04	19.02	23.67	48.81	44.42	0.39
Jalpaiguri	19.05	38.23	19.85	48.68	NA	NA
Dakshin Dinajpur	NA	NA	NA	49.83	23.27	NA

Status on pre-schooling component (As on 1.4.2003)

	District	No. of AWCs	Enrolment of children covered (3+ to 4+) years
1.	Bankura	2819	182848
2.	Birbhum	2407	70137
3.	Coochbehar	1864	101792
4.	Murshidabad	4268	257360
5.	South 24 Pgs	4836	125025
	Total of DPEP Phase I	16194	737162
6.	Dakshin Dinajpur	1262	39170
7.	Jalpaiguri	2256	118302
8.	Malda	2169	51395
9.	Purulia	2349	96020
10.	Uttar Dinajpur	1581	79933
	Total of DPEP Phase II	9617	384820
	Total of DPEP Districts	25811	1121982



GIRLS' EDUCATION

Awareness Generation Campaign :

Lalmohan Bagdi and Chhaya Bagdi of Nutangram (Joypur Circle, Bankura) are the parents of a son and 3 daughters. The couple, who work as wage-labourers, live in a mud house with a tin roof. Their eldest daughter, thirteen year old Moyna, works as a domestic help while the other three go to the nearby primary school.

This pattern of life has changed a bit after a unique event in the locality. Chhaya and her daughters attended a 'Ma-O-Meye-Mela' - after which Chhaya was compelled to think in a more positive way about the necessity of educating her daughters - especially Moyna, who had dropped out of school in Class II.

Ma-O-Meye-Mela -an event organised by DPEP - provides a platform for the rural womenfolk to come together and exchange their views on the need for educating their daughters. The events organised in this Mela give the mothers and the daughters a chance to explore their hidden talents, and participate in a cultural forum with a message.

An Impact Study conducted by DPEP, Murshidabad, on the Ma-O-Meye-Mela has brought to light the following facts:



* **38.11%** of the mothers attending the Mela were motivated to enroll their children in school

6.28% felt they now had become aware about the issues of education, health and recreation of the girl-child

6.64% of the mothers had been motivated to check the drop-out tendencies of girl children

An overwhelming **98.86%** of the members interviewed had opined that Ma-O-Meye-Mela is a positive step of DPEP towards ensuring education of the girl-child.

Meena video shows and Ma-O-Meye-Melas are conducted at Block, CLRC, GP, VEC and school levels in all DPEP districts. In Coochbehar and Malda, all GPs were covered by this intervention, whereas in Murshidabad, school level Melas were conducted in selected schools for micro-intervention activities.

Womens' Day was observed on the 8th of March, 2003 at CLRC level in all DPEP districts through rallies, cultural programmes, debates and discussions, etc. in which all participants are women and girl-children.

Sensitization Programmes:

Sensitisation programmes on gender issues with focus on Girls' Education under DPEP is conducted for project personnel, educational personnel, district and block level functionaries of the administration, Panchayet functionaries, VEC members and teachers. A total of 50586 Primary School teachers in DPEP districts have been sensitised so far on gender issues with a focus on Girls' Education.

Mother Teacher Associations:

As a follow up action of the Ma-O-Meye-Mela, formation of school based **Mother Teacher Associations** (MTA) is in progress in the primary schools of all DPEP districts as a strategy for retention and ensuring quality education for girls. These MTAs are formed through a method of focussed group discussion, where mothers of in-school children choose their own representatives for the MTAs. More than **11000** MTAs have been formed so far in the 10 DPEP districts. Capacity building exercises for the members of these MTAs are being





conducted by specially trained Resource Persons, who facilitate the meetings of MTAs based on specific issues pertaining to Girls' Education. MTAs have proved to be effective in forging a linkage between the school and the community, and at the same time have provided a platform for the mothers to exchange their views on educational issues.

Case Studies on MTAs:

A) Mayureshwar Primary School is situated in a tribal belt in the district of Birbhum, a Phase I DPEP district. The Mother-Teacher Association in this school was formed with the Head Teacher and 8 mothers representing 8 habitations surrounding the school. The mothers themselves in a democratic mode elected one of the mothers as the convenor of this MTA. The MTA members have met several times to discuss enrolment, retention, evaluation and performance levels of children. They also discussed the problems of girls and disabled children, health related problems of children, and functions of the VEC and MTA.

In order to specifically monitor regular attendance of children every month the teacher prepares a list of irregular children and gives it to the MTA members for follow-up action. MTA members who represent different habitations interact with the parents of the concerned children in the respective habitations, and ask them to send their children to school regularly. Later, they also make enquiries in the school to check whether any positive change has occurred in the attendance pattern of these children.

B) Dandim Yogendra Primary School is situated in the hilly, tea-garden terrains of Mal Circle, in the northern part of Jalpaiguri, a Phase II DPEP district. The school, with a roll-strength of 525, uses both Bengali and Hindi as the medium of instruction. The members of the Mother - Teacher Association of this school have raised a demand for recruitment of 2 more teachers in addition to the 5 working teachers of the school. 228 mothers were present in the last meeting of this MTA, where the mothers also held discussions on the Terminal Evaluation, Annual Sports and Health Issues of children. Since several children in this locality were suffering from malaria and gastrointestinal ailments, the mothers unanimously decided to



cont. at the nearest sub-divisional hospital for a health check-up of their children.

These mothers, who had never been consulted on any important issue prior to the formation of the MTA, enthusiastically organized a Ma-O-Meye-Mela in this locality, the first of its kind in Jalpaiguri.

Innovations: Convergence between SHGs & MTA in MALDA

Self Help Groups (SHG) consist of poverty stricken persons and they were driven to form groups for income generating activities and working together for common gains. They also impart literacy to non-literate persons within the groups as one of their obligatory activities. Hence, it was felt that the SHGs could be mobilized into activities, which could be supportive to the aims of DPEP & SSA. It may be noted here that a majority of the SHGs consisted of women members.

District level orientation camp was conducted with representatives of 5 best functioning **SHGs** under the scheme of **Swarnajayanti Gram Swarojgar Yojana (SGSY)** from each block in Malda. The main issues taken up in these camps focussed on:

- * The area specific problems of the district
- * The common problems towards Universal Elementary Education
- * Rights and needs of children
- * DPEP and SSA strategies of programme implementation
- * Suggested roles and functions of the SHGs as supplementary to the roles and functions of VECs and MTAs

The participants of this camp were considered as Resource Persons, who in turn would go back to the respective blocks and organize similar camps with other group members to spread the message. Prompt responses have been received from the District Rural Development Cell for providing the desired support to SSA with the help of the Self Help Groups. The current status of enrolment, retention and achievement levels of girls in DPEP districts are as follows:



Status of Girls' Enrolment to Total Enrolment in Primary Education

(In Percentage)

District	2001-02	2002-03
Bankura	47.46	47.62
Birbhum	48.59	48.90
Coochbehar	49.42	49.46
Murshidabad	49.77	49.61
South 24 Prgs.	49.77	49.88
DPEP Phase - I Total	49.27	49.27
Dakshin Dinajpur	49.50	49.49
Jalpaiguri	48.88	48.94
Malda	49.57	49.77
Purulia	45.59	46.95
Uttar Dinajpur	47.32	48.13
DPEP Phase - II Total	48.25	48.71
DPEP TOTAL	48.88	49.06

Source: DISE (2001-02 & 2002-03)

The enrolment percentage of girls in the primary sector presents a satisfactory picture, Bankura, Birbhum, Purulia and Uttar Dinajpur districts require focused attention and intensive intervention on Girls' Education.

In the Tables given below, we find a rural-urban, and a caste-wise break up of the DPEP districts with respect to Girls' Education.

Status of Enrolment of O'all, SC/ST Girls vs. Gross O'all, SC/ST in Primary Education

District	PRIMARY					
	Total Girls' Enrol. %	2001-2002 SC Girls' Enrol. %	ST Girls' Enrol. %	Total Girls' Enrol. %	2002-2003 SC Girls' Enrol. %	St Girls' Enrol. %
Phase I DPEP	49.27	48.39	47.37	49.27	48.56	47.70
Phase II DPEP	48.25	48.38	46.49	48.71	48.86	47.36

Source: DISE (2001-02 & 2002-03)



Looking at the social category-wise analysis of girls' enrolment percentage, distinctly different pictures emerge for different social groups, especially for the Upper Primary sector. In the Primary sector, there is a slight gap of around 5% among the ST categories. The scenario for enrolment percentage of ST girls is dismal for almost all the DPEP districts except Coochbehar, and is considerably bad in Jalpaiguri and Dakshin Dinajpur.

Retention and Achievement Levels of Girls in Primary Education

Districts	Drop Out Rate %	Repeaters' Rate %	Completion Rate in Four Years %
Bankura	16.57	18.42	67.25
Bardham	18.23	36.0	54.42
Coochbehar	16.08	48.05	45.25
Murshidabad	15.76	18.69	68.92
South 24 Parganas	20.37	35.34	52.37
Dakshin Dinajpur	34.67	37.15	37.63
Jalpaiguri	20.20	46.66	43.75
Malda	27.39	27.24	53.55
Purulia	39.87	51.16	30.73
Uttar Dinajpur	46.35	32.63	41.20

Source: COHORT STUDY





The **Drop Out** rate for girls in the Primary sector has dropped below 20% in almost all the Phase I DPEP districts except South 24 Parganas, where the rate is marginally higher. However, the scenario of Phase II DPEP districts, especially Dakshin Dinajpur, Purulia and Uttar Dinajpur calls for much more focused attention on those districts in order to ensure Retention.

Except Bankura, Murshidabad and Malda, almost all other DPEP districts have reported high **Repeaters' Rate** for girls in the Primary sector. Coochbehar, among the Phase I DPEP districts, Jalpaiguri and Purulia among the Phase II DPEP districts, with more than 40% repeaters, are the worst performers in this respect.

School efficiency or **Achievement Level** of girls in the Primary sector has been assessed by the rate of completing 4 years of schooling in 4 years time. Except Coochbehar, all DPEP Phase I districts have exceeded the 50% landmark. On the other hand, 4 out of 5 Phase II districts have a long way to go to ensure quality of Girls' Education with only Malda crossing the 50% landmark.

Students Obtaining Marks $\geq 60\%$

PRIMARY				
Districts	2001-2002		2002-2003	
	Boys	Girls	Boys	Girls
Phase I DPEP	32.76	31.29	34.53	32.42
Phase II DPEP	25.61	23.43	32.25	30.09

Source: DISE (2001-02 & 2002-03)

From the reports given above, it transpires that the objective of universal enrolment has been achieved to a large extent in the primary sector of almost all districts, barring a few pockets. Retention and Quality Assurance continue to be major areas of concern with less than 40% children passing out of Primary School with more than 60% marks. Girls in this respect are seen to be lagging behind slightly than boys.

Integrated Education For Children With Special Needs



Realizing the fact that the education for children with special needs is complex and requires various approaches, WBDPEP has been implementing various strategies and activities to bring children with special needs into mainstream of the educational system.

Enrolment of Children with Disabilities

1. Steps taken by Govt. of West Bengal in this regard are:

I) Circular issued to all schools to admit all challenged children in educational institutions recognized by Education Department.

II) So far 45805 challenged children integrated in 10 DPEP districts.

III) DLROs identified and direct contact programme through Special Educators intensively being done.

Integration of children below 5 years of age :

Convergence made with Women & Child Development and Social Welfare (WCD & SW) Deptt. on the following issues:

- Enrolment of disabled children in Anganwadi centers
- Training of ICDS workers on identification of disabled / at-risk children
- Creation of barrier free environment in all Anganwadi centers
- Creation of database for the children below 5 years including disabled children.
- Development of disabled friendly pre-school materials. TLM provided to 21815 AWCs in DPEP districts.





Integration of Children with Learning Disabilities

Identification of the Learning Disability (dyscalculia, dyslexia, dysgraphia, ADD) is a very technical issue, hence assessing such children in the classroom is not easy. Special educators have been oriented on this issue.

Teachers' Training

- 47434 primary school teachers have been sensitised on integrated education with a 2-days' training. Module and suggested reading materials for the purpose developed and distributed.
- 6 days' (40 hrs.) intensive training has been started for one teacher from each school. So far, 242 teachers have undergone such training.

Sensitisation of Parent, Teacher & Others

- Every VEC has to select one member from amongst parents of challenged children from Gram Sansad. Parental counseling organised by the experts.
- A dedicated team of Key Resource Persons from the Family (KRPF) has been formed in eight districts. Training of such 320 KRPF members completed in the last year.
- Observation of special days' like World Disabled Days' etc. by holding mass rally, cultural competitions etc.

Awareness Generation Activities

- Several Distance Learning Materials on Inclusive Education developed for the parents, teachers and community members. In all these materials simple instruction on tackling the issues related with challenged children and information on various facilities available have been incorporated.
- Leaflets, Posters and Wall writing are used for dissemination of related information at the grassroots level.



Attitudinal Change

- Several workshops, orientation programme and seminars organised at state level for planners, district officials and implementers.
- Different compendium and booklets have been prepared for use by the key functionaries and teachers.



Curriculum Development

Several workshops organised by West Bengal Board of Primary Education (WBBPE) for modification of curriculum for fulfillment of the needs of disabled children.

Resource Support

The state has decided to engage 'District Level Resource Organizations' (DLRO) - who are NGOs having experienced in the field of disabilities. The DLRO ensures availability of three special educators (RCI Registered) in the field of Mental Retardation (MR), Hearing Impaired (HI) & Visually Impaired (VI). 75 special educators under 24 such DLROs have already been engaged in 10 DPEP districts. The special educators of DLRO are working with the integrated children, their teachers, peers and other family members at the grassroot level.



Recently State Govt. has engaged Speechtherapists and Physiotherapists in all the state general hospitals under health project. The district authority seek the help of such physician as and when required.

Information on Disability

- Detailed data on disabled children upto the age of 16 years is available in the Gram Sansad wise 'Child Register'.





- Screening and Assessment is going on at the sub district (Block) level with the help of technical experts. Type and degree wise data on Disability is being maintained at district level upto the age of 10 years. Last year around 125 assessment camps were held in 9 districts of DPEP.
- Recently a meeting was held with the Principal Secretary, WCD & SW, Commissioner- PWD Act, Principal Secretary, Edn. Deptt. and SPD, PBRPSUS. It was decided that all the related Deptt. including National Institutes will share data among others for preparing a common database.

INFORMATION ON NO. OF CHILDREN WITH SPECIAL NEEDS

District	No. of blocks covered	No. of children screened / identified	No. of disabled children already enrolled in schools		
			Boys	Girls	Total
Bankura	22	2814	2312	1553	3865
Birbhum	19	4619	3540	2509	6049
Coochbehar	12	5478	2122	1692	3814
Murshidabad	21	5133	5328	3786	9114
South 24 Pgs	29	14080	4691	3314	8005
Total of DPEP Phase I	103	32124	17993	12854	30847
Dakshin Dinajpur	4	2046	1161	898	2059
Jalpaiguri	8	4367	1854	1236	3090
Malda	15	14912	2838	1888	4726
Purulia	2	0	1080	748	1828
Uttar Dinajpur	7	5018	1951	1304	3255
Total of DPEP Phase II	36	26343	8884	6074	14958
Total of DPEP districts	139	58467	26877	18928	45805



INFORMATION ON AIDS & APPLIANCES SUPPLIED AND TEACHERS' TRAINING ON IED ISSUES

District	No. of aids and appliances supplied	In-service teachers trained on IED	Teachers covered by 40 hrs training
Bankura	397	3968	301
Birbhum	281	7760	65
Coochbehar	414	0	204
Murshidabad	50	10600	1137
South 24 Pgs	1378	10461	189
Total of DPEP Phase I	2520	32789	1896
Dakshin Dinajpur	256	986	0
Jalpaiguri	730	6571	0
Malda	0	6019	0
Purulia	0	0	0
Uttar Dinajpur	636	1069	576
Total of DPEP Phase II	1622	14645	576
Total of DPEP districts	4142	47434	2472



RESEARCH AND STUDIES

Research and Study is one of the major interventions under WBDPEP to analyze and evaluate multifarious strategies undertaken for achieving UEE. Depending on the condition at the grass-root level it designs need based strategies for proper implementation.

(A) Major database were created and analysis carried out through following studies: -

- ✦ COHORT
- ✦ DISE
- ✦ Study on the quantum of financial investment by the family per child in PE and UPE
- ✦ Impact study on role of VEC

Some studies taken up by District Project Offices were on specific qualitative issues for identifying / understanding the reasons of prevailing status.

- ✦ Updating data base on various activities
- ✦ Follow-up of issues emerging out of previous studies and analysis of child's learning achievement.

Some studies have concentrated on direct interaction with community / parents and VEC members.

- ✦ Role of community / parents and VEC members
- ✦ Contribution of community to school systems
- ✦ Investment towards child's education

(B) In addition the following activities have been taken up:

- ✦ Capacity building of district counter parts.
- ✦ Data collection.
- ✦ Conducting PRA and FGD
- ✦ Adopting common methodology for development of tools and techniques for any study
- ✦ Generation and compilation of report
- ✦ Formation of State Resource Group and District Resource Group to carry out any research activities through decentralized method.

Following studies were conducted in 2002-03 :-

- ❖ Cast-wise retention and achievement level in primary schools through direct interaction with schools and communities at the levels of State Project Office and District Project Office.
- ❖ School efficiency study through Cohort

Coverage – The schools established before 1995-96 in phase – I DPEP districts

Focus – The student enrolled in class – I in 1996-97

Parameters for the Impact Study on VEC to ensure UEE :

- ❖ Constitution
- ❖ Activities
- ❖ Fund received and utilized
- ❖ School related measures like – attendance of teacher and student, enrolment and infrastructural facilities
- ❖ Impact of VEC training and its effectiveness
- ❖ Financial investment by parents per child for Primary Education

Research & Study cell is presently concentrating on micro-level analysis of various data on Primary Education in order to achieve UEE in West Bengal.





MEDIA & DOCUMENTATION

Media has an important role in mobilizing people with the ultimate aim of ensuring their participation in the process of Universalisation of Primary Education (UPE). This component of DPEP is interweaved with each area of intervention. The Media & Documentation unit at the State Project office made a significant progress over the past 5 years. Following are the list of activities completed throughout the last year. Through use of different media like print, electronic media, mass contact etc. it carries the message to the target group including teachers, parents and guardians, administrators, academicians, children and community at large. The entire exercise of the media is to generate awareness amongst community and to disseminate the objectives of Universalisation of Primary Education (UPE). Documentation is a process of collecting facts and recording events to ensure effective implementation of encoding-decoding-receiving mechanism throughout the plan period and sharing them at different levels. Following activities were taken up last year.

Still Photography

In 2002-03 the Pedagogy unit had undertaken a new learner based approach titled School based Learning Improvement Programme (SLIP) on the teaching learning processes in some selected schools of the phase I districts. Special trainings were given to the teachers for better classroom transactions. Students were given separate work books also. Different techniques were used to make the learning joyful for students. After 6 months of the launching of the initiatives the outcome was documented through still photography. SLIP was launched in 6 DPEP districts and the progress in or outside the class room was documented in Birbhum, Bankura, Murshidabad, South 24 Parganas, & Coochbehar.

Documentation

- Reports prepared on CLRC Book Fair, Ma-O-Meye-Mela etc.
- Publication of Zilla Prakashan Barta by Uttar Dinajpur, Birbhum & Murshidabad.

Other Activities

- Setting up of stall / pavilion at Vidyasagar Mela the fair for common people held in Kolkata with an aim to disseminate message of DPEP / SSA and their success.

Management Information System (MIS)

The success of any project is largely dependent on a well equipped Management Information System, which enables information usage at all levels for decision making and planning process. In this connection the MIS unit in PBRPSUS is highly equipped with modern technology and personnel with latest information and skills.

Educational Management Information System (EMIS)

An annual activity to collect school level data / information is conducted through software called District Information System for Education (DISE).

District Information System For Education

Like the previous years, MIS has introduced collection of village level data along with School Based Data through DISE. Computerisation of DISE data of all DPEP districts (School based Information and Village level Information) has been completed. DISE data for all DPEP & SSA districts were successfully compiled and sent to MHRD, Govt.

Other Software

- ❖ Software for Cohort 2001 was developed at the MIS Cell of the SPO, the data bases are ready for all DPEP and SSA districts.
- ❖ Software developed for the study on Per Child Investment in Elementary Education.
- ❖ Software developed and report generated for study on pre schooling component relating to infrastructure, enrollment etc.
- ❖ Software developed and report generated for study on girl's education relating to dropout and never enrolled girl children.
- ❖ Software developed and report generated (PMIS) to monitor the purchase of materials





and stock maintenance. It has been implemented in all DPEP & SSA districts.

- ✦ A software is at the designing stage to prepare a data base on BAS result.

Sharing of Data :-

The computerized data is being shared with different departments (Govt. & Non-Govt.) at different levels (State, District, Sub-District Level). The data sharing from the state to the district and vice versa is being done to the level of Circle / VEC / WEC / School.

The exchange of data with other Govt. & Non. Govt. departments is being done for data validation preparation of integrated and comprehensive plan document indicating the plan of activities, budgetary allocation of each sector(s) and also the process of convergence.

Capacity Building

- Regular workshop / training conducted for the functionaries to build up their capacities on different issues of Management Information System.
- Regular orientation programme on use of different softwares organized for the functionaries to make them use friendly and utilized for different purposes related to project.

Project Management Information System (PMIS)

The comprehensive reports on Project Management Information System covering all DPEP districts (including state) developed at the end of each quarter and sent to MHRD, Gol. The said reports covered district / intervention wise status of activities / sub-activities and also utilization fund placed to the districts of DPEP intervention

ENROLMENT AND ATTENDANCE

There has been an upward trend in both GER and NER in phase I districts, from 100% to 119% and 82% to 93% between 1998/99 and 2001/02 respectively. There remain an estimated 4,01,236 out of school children in 10 districts covered by both phases of DPEP. There are district level plans to accommodate 2,43,476 of these children in government primary schools, SSK, or Bridge Course in the current academic year. Attendance needs to be considered along said basic enrolment data from phase I shown an encouraging trend of improvement, with average attendance now between 60% and 70%. Examination of registers during field visits corroborated this and also noted the habitual absenteeism was rare. Across the 10 DPEP districts block level screening and assessment camps have identified nearly 35000 children as disabled, of which 43% remain out of school on account of the severity of the disability and non-availability of aids and appliances by different agencies. The mission noted during the field visit the significant attention being paid at CLRC level to children with disabilities, in particular the influence of peer groups on the participation of disabled children.

RETENTION

Phase I districts show significantly lower drop out rates (17.2%) than phase II (33.8%). Besides repetition rates in phase I district is 29.9% and phase II 39.3%, both being relatively high. Drop out rates for both SC and ST children in phase I districts are significantly lower than in phase II districts. The drop out trend in phase I is decreasing, repetition rate in 4 of the 5 phase I districts show an increasing trend, as high as 25% in one district.

COMPLETION

Phase I data show a higher rate (58.7%) of 4 year completion of the primary cycle than phase II (41%), with a further 13% completing in five years in both phases. The percentage of ST children completing in four years is worked by





lower (46%) than the average, with SC rates only marginally less (54%). End of cycle performance data is available through DISE giving overall pass rates in connection with data available on progression to class V (upper primary) which in DPEP districts show 64% transition.

QUALITY AND EQUITY

There are numerous initiatives being developed to monitor and improve the quality of primary education through DPEP. At the state level the text books for class I to class III have been renewed by the WBBPE and those for class IV are currently being developed, WBBPE has also developed multi-grade teaching modules.

At the district level the quality enhancement initiatives center around the 327 Circle Level Resource Center (CLRC), which have become the focal points for improvement in the teaching and learning process. Regular afternoon workshops are held focusing on difficult areas (hard spots) and Teaching Learning Material (TLM) development. The formation of District Resource Group supports the CLRCs in these efforts. Further support is extended through a programme of school visits by CLRC based Resource Teachers (RTs) under the aegis of the Circle Project Co-coordinators (CPCs). There is a welcome move away from formal inspection to more supportive supervision.

The most significant intervention is the School based Learning Improvement Programme (SLIP). This is a multi faceted programme involving the community, the school and the Circle Resource Centers (CLRCs). Under SLIP / ILIP efforts have been made to further engage the community in the management, infrastructure, environment and the classroom. School improvement has become the subject of VEC meeting, and focus group discussions amongst mothers on providing support. Through this schools are introducing more learner centred pedagogy with a greater range of classroom activities enabled through increased use of worksheets and other non-text book teaching and learning materials. Greater emphasis is being placed on class I under SLIP / ILIP, with an overall objective of improving learning outcomes and progression. Over time this should contribute to reducing the high repetition rates in class I.

An early study undertaken in Birbhum district shows higher levels of learner achievement in SLIP / ILIP schools. If the findings of this wider evaluation are similar, consideration should be given to incorporate ILIP in SSA plan. External evaluation carried out through the WBBPE show improving trends in learning achievement in basic mathematics and language skills.



INSTITUTIONAL CAPACITY AND PROGRESS OF PROGRAMME IMPLEMENTATION

There are some unique features to the overall institutional framework for DPEP in West Bengal. At the state level involvement of the board of primary education (WBBPE) in DPEP activities has been mainly in renewal of text books, development of training modules, training of KRPs and MRPs and package development of ILIP and micro intervention modules.

Govt of West Bengal has so far sanctioned 16 DIETS and 415 posts. Of them, 5 DIETS are due to become operational in May, 2003, with 90 sanctioned posts.

The CLRCs have taken the leading role at sub-district level for pedagogic renewal through training and supportive supervision. Sub-inspectors of schools have been designated CPC and are supported by the teams of RTs. The effective functioning and impact of CLRCs depend on the capacity of the district resource group. The agreement to now establish DIETS in West Bengal will ensure that the academic support for the CLRCs is sustained beyond the period of DPEP. The effectiveness of the CLRC has been well recognized at district level and at State level where their creation has been extended to NON-DPEP districts.

One of the key strengths of DPEP has been the way in which it has involved communities in education. The formation of VECs under DPEP has not only broadened awareness but has also contributed significantly to improving access and attendance by involving communities more directly. VEC members clearly articulated their vision for school improvement and it is encouraging to note that the agenda of VEC meetings is expanding to include quality.





PROGRAMME IMPLEMENTATION

The receipt of funds against the EFC is 69% in phase I districts and 22% in phase II districts. Against this 65% of the EFC cost has been expended in phase I districts while 10% of the EFC cost has been expended in phase II districts.

A MoU has already been signed between State Director of DPEP and State Director, Shishu Shiksha Mission for better coordination to educate the out of school children up to the age of 14.

SUSTAINABILITY

Policy

The state vision of Universal Elementary Education is articulated in state level plans under the national programme for SSA. A beginning has been made to view the further activities of DPEP in the light of the financial norms specified under SSA.

The information base developed under DPEP is already being used and expanded in support of SSA. At the district level the DPEP structures and institutions, particularly the SPO and CLRC are assuming key responsibilities for SSA.

Capacity

DPEP has clearly enhanced capacity to plan, manage and monitor primary education at all levels of the systems. This has been achieved through extensive state and district level support and supervision at primary level. An effective state level management team is in place, and district and sub-district personnel system have been well developed. Systems of data collection have been well established.

Annual Accounts

Paschim Banga Rajya Prarambik Siksha Unnayan Sanstha (D.P.E.P.)

Bikash Bhawan (2nd Floor), Salt Lake, Kolkata - 700 091

Consolidated Balance Sheet as at 31st March, 2003

C. Gowsami & Co.
Chartered Accountants

(All Figures in Rupees)

	Head Office		Cooch Behar		Murshidabad		Birbhum		Bankura		24 Parganas (s)		Jalpaiguri		U.Dinajpur		D/Dinajpur		Malda		Purulia		Total	
	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.
Sources of fund (Capital Fund)																								
Balance As Per Last Account	1,489,590,704.70		123,265,721.12		107,244,792.82		104,556,312.29		112,555,578.37		122,293,219.16		68,268,102.00		49,817,486.69		50,675,425.08		38,744,309.09		24,647,114.12		2,291,658,765.44	
Add. Grant Received from MHRD																								
Govt. of India	635,000,000.00		-		-		-		-		-		-		-		-		-		-		635,000,000.00	
Grant Received from Govt.	112,058,824.00		-		-		-		-		-		-		-		-		-		-		112,058,824.00	
Fund Received from Govt. of West Bengal																								
Fund Received from Head Office	-		55,000,000.00		80,000,000.00		70,000,000.00		57,000,000.00		135,000,000.00		81,000,000.00		67,500,000.00		75,000,000.00		85,000,000.00		36,000,000.00		741,500,000.00	
Fund from H.O. (A/c IEDC)	-		658,250.00		893,000.00		525,500.00		340,875.00		701,625.00		-		-		-		-		-		3,119,250.00	
	2,236,649,528.70		178,923,971.12		188,137,792.82		175,081,812.29		169,896,453.37		257,994,844.16		149,268,102.00		117,317,486.69		125,675,425.08		123,744,309.09		60,647,114.12		3,783,336,839.44	
Less: Excess of Expenditure																								
Over Income	32,452,160.22		33,925,536.59		54,857,775.75		44,966,122.13		41,184,068.24		84,860,789.75		36,296,912.62		33,521,980.32		18,410,456.90		28,204,762.90		14,004,567.89		422,685,133.31	
Total :	2,204,197,368.48		144,998,434.53		133,280,017.07		130,115,690.16		128,712,385.13		173,134,054.41		112,971,189.38		83,795,506.37		107,264,968.18		95,539,546.19		46,642,546.23		3,360,651,706.13	
Application of Fund																								
Fixed Assets	8,793,100.00		57,010,857.60		88,659,675.25		80,720,960.80		64,071,316.00		132,017,574.00		3,087,148.00		24,647,949.00		26,758,122.76		33,240,761.09		771,886.00		519,779,350.50	
Current Assets Loans & Advances :																								
Advances :	2,132,706,543.00		71,054,725.75		28,215,170.50		32,916,888.42		44,418,711.00		25,587,729.50		98,041,485.00		26,659,332.68		47,616,105.74		56,403,712.00		39,681,553.00		2,603,301,956.59	
Cash & Bank Balance :																								
State Bank of India (C.A)	10,006,447.36		5,923,616.88		-		-		-		-		-		-		-		85,505.00		7,685,105.02		23,700,674.26	
Canara Bank (C.A)	55,700,675.00		-		-		-		-		-		-		-		-		-		-		55,700,675.00	
Central Bank of India (S.S)			779,093.30		-		-		-		-		-		-		-		-		-		779,093.30	
Bank of Baroda (S.B)			13,922.00		-		-		-		-		-		-		-		-		-		13,922.00	
United Bank of India (S.B)			-		-		-		-		17,541,317.46		-		-		-		-		-		17,541,317.46	
Carried Over :	2,207,206,765.36		134,784,441.53		116,874,845.75		113,637,849.22		108,490,027.00		175,146,620.96		101,128,633.00		51,307,281.68		74,374,228.50		89,729,978.09		48,138,544.02		3,220,819,215.11	

(All Figures in Rupees)

Head Office	Cooch Behar	Murshidabad	Birbhum	Bankura	24 Parganas (s)	Jalpaiguri	U/Dinaipur	D/Dinaipur	Malda	Purulia	Total
Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.
2,207,206,765.36	134,784,441.53	116,874,845.75	113,637,849.22	108,490,027.00	175,146,620.96	101,128,633.00	51,307,281.68	74,374,228.50	89,729,978.09	48,138,544.02	3,220,819,215.11
Brought Forward :											
U.B. K.G. Bank (S.B)	-	232,038.00	-	-	-	-	-	-	-	-	232,038.00
UCO Bank (S.B.)	-	2,111.00	-	-	-	-	-	-	-	-	2,111.00
Allahabad Bank (S.B)	-	1,892.00	-	-	-	-	-	-	-	-	1,892.00
W.B. State Co-op Bank Ltd., (S.B)	-	1,666.00	-	-	-	-	-	-	-	-	1,666.00
State Bank of India (S.B)	-	-	15,669,310.37	9,671,667.89	19,100,749.76	11,261,552.38	23,155,829.69	23,016,893.68	463,890.00	-	102,341,893.77
District Central Co-op Bank (S.B)	-	-	-	-	12,748.37	-	-	-	-	-	12,748.37
Bank of India (S.B)	-	-	-	3,884.00	1,206,364.00	-	-	-	1,014,961.10	-	2,225,209.10
U.B.K.G. Bank (C.A)	-	-	-	-	-	500,000.00	-	-	-	-	500,000.00
Central Bank of India (C.A)	-	-	-	-	-	500,000.00	-	-	-	-	500,000.00
UCO Bank (C.A)	-	-	-	-	-	99,875.00	-	-	-	-	99,875.00
Gour Gramin Bank (S.B)	-	-	-	-	-	-	-	-	321,844.00	-	321,844.00
Mayurakshi Gramin Bank (S.B)	-	-	-	7,510,240.91	-	-	-	-	-	-	7,510,240.91
Cash in Hand	22,114.12	12,376.00	50,770.95	9,784.14	21,690.00	4,163.45	6,882.00	44,805.00	40,259.00	3,771.21	285,517.87
Remittance in transit	-	10,000,000.00	893,000.00	-	-	-	10,000,000.00	10,000,000.00	5,000,000.00	-	35,893,000.00
	2,207,228,879.48	145,034,524.53	133,487,927.07	130,833,426.16	128,831,579.13	175,150,784.41	84,532,013.37	107,435,927.18	96,572,932.19	48,142,315.23	3,370,747,251.13
Less : Current Liabilities & Provisions											
Sundry Creditors for expenses	1,092,876.00	36,090.00	207,910.00	418,393.00	48,367.00	15,086.00	389,360.00	233,426.00	39,022.00	149,269.00	2,631,169.00
Other Liabilities	1,938,635.00	-	-	299,343.00	70,827.00	2,001,644.00	136,393.00	503,081.00	994,364.00	1,350,500.00	7,464,376.00
	2,204,197,368.48	144,998,434.53	133,280,017.07	130,115,690.16	128,712,385.13	173,134,054.41	83,795,506.37	107,264,968.18	95,539,546.19	46,642,546.23	3,360,651,706.13
Total :											

48A, Hari Ghosh Street, (1st Floor)
Kolkata, The 24th October, 2003

Notes : Notes on Accounts Appear in our separate reports of even date.

Sd/- Financial Adviser Paschim Banga Rajya Prarambik Shiksha Unnayan Sanstha	Sd/- State Project Director Paschim Banga Rajya Prarambik Shiksha Unnayan Sanstha	Sd/- Chairman Executive Committee Paschim Banga Rajya Prarambik Shiksha Unnayan Sanstha	For and On Behalf of C. Goswami & Co. CHARTERED ACCOUNTANTS Sd/- (PROPRIETOR)
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Paschim Banga Raja Prarambik Siksha Unnayan Sanstha (D.P.E.P.)

Bikash Bhawan (2nd Floor), Salt Lake, Kolkata - 700 091

Consolidated Income And Expenditure Account for the year ended on 31st March, 2003

C. Gowsami & Co.
Chartered Accountants

(All Figures in Rupees)

	Head Office		Cooch Behar		Murshidabad		Birbhum		Bankura		24 Parganas (s)		Jalpaiguri		U.Dinajpur		D.Dinajpur		Malda		Purulia		Total	
	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.
Expenditure :																								
Project Management	9,137,254.95		2,844,398.00		2,447,496.25		2,959,648.00		2,386,565.00		7,163,754.25		3,086,936.00		3,077,697.56		2,193,204.00		3,889,106.00		1,055,749.40		40,241,809.41	
Civil Works	363,427.00		87,905.00		166,623.00		-		34,921.00		561,137.00		873,208.00		469,776.00		95,828.00		695,306.00		89,811.00		3,437,942.00	
Pedagogical Intervention	6,343,654.52		13,293,573.00		13,565,999.60		22,703,372.00		13,982,370.00		24,614,345.00		11,738,589.00		12,941,136.00		10,202,516.50		11,057,079.00		9,122,425.00		149,564,559.62	
Girls' Education	106,096.00		458,490.00		832,177.00		1,632,187.00		1,236,340.00		334,406.00		427,371.00		435,465.00		1,427.00		557,607.00		59,222.00		6,080,788.00	
Planting & Management, Research & Evaluation, Monitoring & MIS :																								
a) Planning & Management	606,531.00		190,008.00		53,013.00		-		19,950.00		82,104.00		32,462.00		295.00		5,282.00		29,501.00		-		1,019,146.00	
b) Research & Studies	553,585.75		70,445.00		147,744.00		400,636.00		199,612.00		334,384.00		569,011.00		103,497.00		33,125.00		326,563.00		32,826.49		2,771,429.24	
c) Media & Documentation	2,218,846.00		71,884.00		55,074.00		359,680.00		58,145.00		4,750.00		-		272,461.00		109,174.00		315.00		-		3,150,329.00	
d) MIS	557,669.00		157,651.00		535,697.00		254,463.00		533,240.00		354,208.00		670,891.00		168,270.00		241,624.00		812,328.00		356,932.90		4,642,973.90	
e) Project Monitoring	-		-		-		50,028.00		-		-		37,129.00		-		-		7,850.00		-		95,007.00	
Technical Consultancy Fund	4,600,000.00		-		-		-		-		-		-		-		-		-		-		4,600,000.00	
Community Mobilisation	282,214.00		4,486,348.00		3,201,932.00		4,772,778.00		1,914,606.00		7,427,746.00		1,747,062.00		3,019,701.00		1,173,022.00		1,850,194.60		1,487,601.10		31,363,204.70	
Alternative Schooling	7,034,002.00		10,240,190.00		20,018,543.00		7,913,616.00		6,627,010.00		26,730,000.00		15,350,000.00		12,023,500.00		4,602,688.00		7,195,856.30		1,800,000.00		119,535,405.30	
I.E.D. (Education for children with special need)	600,470.00		923,493.00		1,297,773.00		2,127,009.00		1,578,623.00		2,490,570.50		1,091,685.00		867,516.40		27,423.00		717,312.00		-		11,721,874.90	
Early Childhood Care & Education	48,410.00		1,350,786.00		1,615,271.00		1,719,987.00		1,441,882.00		3,506,403.00		1,174,854.00		769,947.00		154,400.00		1,130,174.00		-		12,912,114.00	
TLM & S.D. Grant	-		-		11,365,866.00		-		11,927,000.00		11,832,500.00		-		-		-		-		-		35,125,366.00	
Innovation	-		-		-		-		-		-		-		-		-		141,000.00		-		141,000.00	
I.E.D.C.	-		-		-		493,685.00		-		-		-		57,418.00		-		-		-		551,103.00	
Total :	32,452,160.22		34,175,171.00		55,302,708.85		45,387,089.00		41,940,264.00		85,436,307.75		36,799,198.00		34,206,679.96		18,839,713.50		28,410,191.90		14,004,567.89		426,954,052.07	

Income :																								
Bank Interest	-		235,134.41		444,933.10		420,966.87		756,195.76		575,518.00		502,285.38		684,699.64		429,256.60		205,429.00		-		4,254,418.76	
Sale of Tender Forms	-		14,500.00		-		-		-		-		-		-		-		-		-		14,500.00	
Excess of Expenditure over Income	32,452,160.22		33,925,536.59		54,857,775.75		44,966,122.13		41,184,068.24		84,860,789.75		36,296,912.62		33,521,980.32		18,410,456.90		28,204,762.90		14,004,567.89		422,685,133.31	
Total :	32,452,160.22		34,175,171.00		55,302,708.85		45,387,089.00		41,940,264.00		85,436,307.75		36,799,198.00		34,206,679.96		18,839,713.50		28,410,191.90		14,004,567.89		426,954,052.07	

48A, Hari Ghosh Street, (1st Floor)
Kolkata, The 24th October, 2003

Notes : Notes on Accounts Appear in our separate reports of even date.

Sd/- Financial Adviser Paschim Banga Raja Prarambik Siksha Unnayan Sanstha	Sd/- State Project Director Paschim Banga Raja Prarambik Siksha Unnayan Sanstha	Sd/- Chairman Executive Committee Paschim Banga Raja Prarambik Siksha Unnayan Sanstha	For and On Behalf of C. Gowsami & Co. CHARTERED ACCOUNTANTS Sd/- (PROPRIETOR)
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Paschim Banga Rajya Prarambhik Siksha Unnayan Sanstha (D.P.E.P.)
Bikash Bhawan (2nd Floor), Salt Lake, Kolkata - 700 091
Consolidated Receipts & Payment Account for the year ended on 31st March, 2003

C. Gowsami & Co.
Chartered Accountants

(All Figures in Rupees)

	Head Office		Cooch Behar		Murshidabad		Birbhum		Bankura		24 Parganas (s)		Jalpaiguri		U/Dinaipur		D/Dinaipur		Malda		Purulia		Total	
	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.
Receipts :																								
Opening Balance :																								
With State Bank of India (C.A.)	61,095,353.61		6,881,209.66		-		-		-		-		-		-		-		-		4,960,780.12		72,937,343.39	
* Canara Bank (C.A.)	30,700,675.00		-		-		-		-		-		-		-		-		-		-		30,700,675.00	
* Central Bank of India (S.B.)	-		14,968.05		-		-		-		-		-		-		-		-		-		14,968.05	
* Bank of Baroda (S.B.)	-		13,784.00		-		-		-		-		-		-		-		-		-		13,784.00	
* United Bank of India (S.B.)	-		2,139.00		-		-		-		7,649,867.80		-		-		-		-		-		7,652,006.80	
* U.B.K.G. Bank (S.B.)	-		716,226.00		-		-		-		-		-		-		-		-		-		716,226.00	
* Uco Bank (S.B.)	-		2,029.00		-		-		-		-		-		-		-		-		-		2,029.00	
* Allahabad Bank (S.B.)	-		1,842.00		-		-		-		-		-		-		-		-		-		1,842.00	
* W.B. State Co-op Bank (S.B.)	-		1,584.00		-		-		-		-		-		-		-		-		-		1,584.00	
* State Bank of India (S.B.)	-		-		2,953,530.27		2,814,438.02		14,976,122.97		-		3,482,234.00		13,819,448.01		3,549,553.08		2,944,465.00		-		44,539,811.35	
* District Central Co-op Bank Ltd., (S.B.)	-		-		-		-		12,199.40		-		-		-		-		-		-		12,199.40	
* Bank of Maharashtra (S.B.)	-		-		-		-		-		116,349.76		-		-		-		-		-		116,349.76	
* Central Bank of India (C.A.)	-		-		-		-		-		-		500,000.00		-		-		-		-		500,000.00	
* U.B.K.G. Bank (S.B.)	-		-		-		-		-		-		500,000.00		-		-		-		-		500,000.00	
* UCo Bank (C.A.)	-		-		-		-		-		-		99,875.00		-		-		-		-		99,875.00	
* Bank of India (S.B.)	-		-		-		3,733.00		-		-		-		-		-		5,103,308.00		-		5,107,041.00	
* Mayurakshi Gramin Bank (S.B.)	-		-		-		4,361,777.91		-		-		-		-		-		-		-		4,361,777.91	
CASH IN HAND	103,485.12		14,502.81		3,133.30		12,482.14		14,808.00		268.10		4,160.00		670,430.00		243,966.00		10,223.00		1,993.00		1,079,451.47	
Grant from MHRD, Govt. of India	635,000,000.00		-		-		-		-		-		-		-		-		-		-		635,000,000.00	
Govt. of West Bengal	112,058,824.00		-		-		-		-		-		-		-		-		-		-		112,058,824.00	
UNICEF	2,853,700.00		-		406,000.00		-		-		-		211,000.00		-		-		-		-		3,470,700.00	
IEDC	3,619,250.00		-		-		-		-		-		-		-		-		-		-		3,619,250.00	
Fund received from Head Office	-		45,000,000.00		80,000,000.00		70,000,000.00		57,000,000.00		135,000,000.00		81,000,000.00		57,500,000.00		65,000,000.00		80,000,000.00		36,000,000.00		706,500,000.00	
Fund from H.O. (A/c IEDC)	-		658,250.00		-		525,500.00		340,875.00		701,625.00		-		-		-		-		-		2,226,250.00	
Grant from Zilla Parishad	-		-		-		-		-		1,946,944.00		2,500,000.00		-		-		-		-		4,446,944.00	
Carried Over :	845,431,287.73		53,306,534.52		83,362,663.57		77,717,941.07		72,344,005.37		145,415,054.66		88,297,269.00		71,989,878.01		68,793,519.08		88,057,996.00		40,962,773.12		1,635,678,932.13	

C. Gowsami & Co. Chartered Accountants

(All Figures in Rupees)

	Head Office		Cooch Behar		Murshidabad		Birbhum		Bankura		24 Parganas (s)		Jalpaiguri		U/Dinajpur		D/Dinajpur		Malda		Purulia		Total	
	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.
Brought Forward :	845,431,287.73		53,306,534.52		83,362,663.57		77,717,951.07		72,344,005.37		145,415,054.66		88,297,269.00		71,989,878.01		68,793,519.08		88,057,996.00		40,962,773.12		1,635,678,932.13	
Recovery Of:																								
a) Employees' Profession Tax	45,703.00		28,230.00		38,976.00		33,116.00		10,235.00		49,690.00		31,316.00		12,377.00		12,994.00		23,540.00		4,565.00		290,742.00	
b) Income Tax	95,925.00		8,785.00		-		-		-		-		-		-		-		11,365.00		-		116,075.00	
c) Group Insurance Scheme	2,800.00		2,640.00		576.00		2,880.00		1,440.00		808.00		160.00		-		-		1,840.00		616.00		13,760.00	
d) General Provident Fund	114,500.00		54,000.00		42,000.00		96,000.00		24,000.00		23,000.00		2,000.00		-		-		45,000.00		-		400,500.00	
e) C.G.E.I.P.	1,800.00		-		-		-		-		-		-		-		-		-		-		1,800.00	
f) Tax Deducted at Source	46,999.00		-		-		-		-		19,208.00		50,973.00		46,307.00		17,462.00		70,071.00		-		251,020.00	
g) Advances	844,875.00		3,148,310.25		28,597,918.50		3,868,060.00		647,340.00		556,600.00		26,161,666.00		4,927,872.00		4,707,931.50		11,303,461.00		4,236,668.00		89,000,702.25	
h) House Building Loan	87,996.00		-		-		-		-		-		-		-		-		-		-		87,996.00	
i) Computer Advance	2,646.00		-		-		-		-		-		-		-		-		-		-		2,646.00	
j) House Rent	-		280.00		-		-		-		1,235.00		1,330.00		-		-		16,131.00		-		18,976.00	
k) Loan	-		-		18,000.00		-		-		-		-		-		-		-		-		18,000.00	
l) Savings	-		-		1,344.00		-		-		-		-		-		-		-		-		1,344.00	
m) Festival Advance	-		-		-		-		750.00		-		-		-		-		-		-		750.00	
Earnest Money Receipt	-		-		-		-		-		151,000.00		-		-		-		-		-		151,000.00	
Bank Interest	-		235,134.41		444,933.10		420,966.87		756,195.76		575,518.00		502,285.38		684,699.64		429,256.60		205,429.00		-		4,254,418.76	
A. K. Bhaduri (D.D.P.O.)	-		-		-		-		-		200.00		-		-		-		-		-		200.00	
National Book Trust	-		-		-		-		-		-		134,086.00		90,121.00		-		128,556.00		-		352,763.00	
Ed-CIL	61,557.00		-		-		-		-		-		-		-		-		-		-		61,557.00	
Andhra Pradesh - D.P.E.P.	33,399.00		-		-		-		-		-		-		-		-		-		-		33,399.00	
A/c - NIEPA	283,995.00		-		-		-		-		-		-		-		-		-		-		283,995.00	
Indian Statistical Institute	1,218.00		-		-		-		-		-		-		-		-		-		-		1,218.00	
Sale of Tender Forms	-		14,500.00		-		-		-		-		-		-		-		-		-		14,500.00	
Sarva Shiksha Abhiyan	-		-		25,787.00		-		-		-		-		-		-		-		-		25,787.00	
PAYMENTS :																								
Opening Balance :	847,054,700.73		56,798,414.18		112,532,198.17		82,138,973.94		73,783,966.13		146,792,313.66		115,181,085.38		77,751,254.65		73,961,103.18		99,734,833.00		45,333,178.12		1,731,062,081.14	
With Bank of India (S.B)	-		-		-		-		285,750.00		-		-		-		-		-		-		285,750.00	
Project Management	9,308,109.00		3,015,035.00		2,399,270.25		3,071,726.00		2,486,087.00		7,227,201.25		2,917,456.00		3,155,737.56		2,293,434.00		3,884,478.00		1,062,590.40		40,821,124.46	
Civil Works Expenses	363,427.00		87,905.00		154,623.00		-		34,921.00		561,137.00		864,208.00		469,750.00		230,403.00		695,306.00		79,811.00		3,541,491.00	
Civil Works Grant	-		13,761,898.00		12,640,257.00		17,580,705.00		11,040,000.00		42,094,750.00		25,851,821.00		12,535,234.00		24,257,575.00		40,686,706.00		15,050,000.00		215,498,946.00	
Carried Over :	9,671,536.00		16,864,838.00		15,194,150.25		20,652,431.00		13,846,758.00		49,883,088.25		29,633,485.00		16,160,721.56		26,781,412.00		45,266,490.00		16,192,401.40		260,147,311.46	

(All Figures in Rupees)

	Head Office	Cooch Behar	Murshidabad	Birbhum	Bankura	24 Parganas (s)	Jalpaiguri	U Dinajpur	D Dinajpur	Malda	Purulia	Total
	Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P.
Brought Forward :	9,671,536.00	16,864,838.00	15,194,150.25	20,652,431.00	13,846,758.00	49,883,088.25	29,633,485.00	16,160,721.56	26,781,412.00	45,266,490.00	16,192,401.40	280,147,311.46
Pedagogical Intervention	6,254,798.50	13,440,123.00	13,534,329.60	22,485,312.00	13,885,370.00	24,614,345.00	11,547,109.00	12,903,541.00	10,202,516.50	11,057,079.00	9,122,425.00	149,046,948.60
Girls Education	106,096.00	458,490.00	832,177.00	1,632,187.00	1,236,340.00	334,406.00	427,371.00	430,578.00	1,427.00	557,607.00	59,222.00	6,075,901.00
Planning & Management, Research & Evaluation, Monitoring & MIS :												
a) Planning & Management	606,531.00	190,008.00	53,013.00	-	19,950.00	82,104.00	32,462.00	295.00	5,282.00	29,501.00	-	1,019,146.00
b) Research & Studies	427,513.75	70,445.00	147,744.00	400,636.00	199,612.00	344,384.00	569,011.00	103,497.00	33,125.00	328,563.00	32,826.49	2,655,357.24
c) Media & Documentation	2,105,721.00	71,884.00	55,074.00	359,880.00	58,145.00	4,750.00	-	272,461.00	109,174.00	315.00	-	3,037,204.00
d) M.I.S	528,124.00	157,651.00	535,697.00	254,463.00	484,158.00	354,208.00	670,891.00	159,685.00	241,824.00	812,328.00	356,932.90	4,555,761.90
e) Project Monitoring	-	-	-	50,028.00	-	-	37,129.00	-	-	7,850.00	-	95,007.00
Technical Consultancy Fund	4,600,000.00	-	-	-	-	-	-	-	-	-	-	4,600,000.00
Community Mobilisation	282,214.00	4,486,348.00	3,201,932.00	4,772,778.00	1,693,198.00	7,427,746.00	1,747,062.00	3,003,713.00	1,173,022.00	1,850,194.60	1,487,601.10	31,125,808.70
Alternative Schooling	6,958,650.00	10,240,190.00	20,018,543.00	7,913,616.00	6,627,010.00	26,730,000.00	15,350,000.00	12,023,500.00	4,602,688.00	7,195,856.30	1,800,000.00	119,460,053.30
I.E.D (Education for Children with Special Need)	600,470.00	923,493.00	1,207,773.00	2,127,009.00	1,578,623.00	2,514,570.50	1,091,685.00	861,259.40	27,423.00	717,312.00	-	11,649,617.90
Early Childhood Care & Education	48,410.00	1,350,786.00	1,615,271.00	1,719,987.00	1,441,882.00	3,506,403.00	1,174,854.00	769,947.00	154,400.00	1,130,174.00	-	12,912,114.00
Innovation	-	-	195,000.00	-	-	-	-	-	-	141,000.00	-	141,000.00
A/c. UNICEF (DUC)	-	-	-	-	-	-	-	-	-	-	-	195,000.00
A/c. UNICEF (Bridge Course)	-	-	260,724.00	-	-	-	-	-	-	-	-	260,724.00
A/c. UNICEF (School Samparka Abhiyan)	-	-	25,787.00	-	-	-	-	-	-	-	-	25,787.00
T.L.M & S.D Grant	-	-	11,365,866.00	-	11,927,000.00	11,832,500.00	-	-	-	-	-	35,125,366.00
Awareness Campaign	-	-	-	-	221,408.00	-	-	57,418.00	-	-	-	221,408.00
I.E.D.C	-	-	-	483,685.00	-	-	-	-	-	-	-	551,103.00
Employees' Profession Tax	45,873.00	28,230.00	35,786.00	33,116.00	10,290.00	48,970.00	32,006.00	11,588.00	12,984.00	22,425.00	4,145.00	285,423.00
Income Tax Paid	96,148.00	8,785.00	-	-	-	-	-	-	-	11,365.00	-	116,298.00
Group Insurance Scheme	2,800.00	2,640.00	576.00	2,880.00	1,440.00	800.00	160.00	-	-	1,680.00	536.00	13,512.00
General Provident Fund	114,500.00	54,000.00	42,000.00	96,000.00	24,000.00	20,000.00	2,000.00	-	-	41,000.00	-	393,500.00
C.G.E.I.P	1,800.00	-	-	-	-	-	-	-	-	-	-	1,800.00
Tax Deducted at Source	46,999.00	-	-	-	-	19,208.00	50,373.00	25,671.00	17,462.00	45,350.00	-	205,663.00
Computer Advance	2,646.00	-	-	-	-	-	-	-	-	-	-	2,646.00
Festival Advance	-	-	-	-	-	-	-	-	-	-	-	1,000.00
House Building Loan	87,996.00	-	-	-	-	-	-	-	-	-	-	87,996.00
Carried Over	32,588,826.25	48,347,911.00	68,321,442.85	62,993,808.00	53,256,184.00	127,717,482.75	62,366,196.00	46,783,874.96	43,362,549.50	69,214,089.90	29,056,089.89	644,006,457.10

(All Figures in Rupees)

	Head Office	Cooch Behar	Murshidabad	Birbhum	Bankura	24 Parganas (s)	Jalpaiguri	U/Dinajpur	D/Dinajpur	Malda	Purulia	Total
	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.
Brought Forward:	32,588,826.25	48,347,911.00	68,321,442.85	62,993,808.00	53,256,184.00	127,717,482.75	62,366,198.00	46,783,874.96	43,362,549.50	69,214,089.90	29,056,089.89	644,008,457.10
House Rent	-	280.00	-	-	-	1,235.00	1,330.00	-	-	14,595.00	-	17,440.00
Loan	-	-	18,000.00	-	-	-	-	-	-	-	-	18,000.00
Savings	-	-	1,344.00	-	-	-	-	-	-	-	-	1,344.00
Ed CIL	6,952.00	-	-	-	-	-	-	-	-	-	-	6,952.00
Earnest Money Repaid	-	-	-	-	-	98,000.00	-	-	-	-	-	98,000.00
Computer	1,996,784.00	134,800.00	-	610,109.00	-	-	-	-	-	680,250.00	-	3,421,943.00
Equipments & Furnitures	-	313,497.00	26,287.00	585,180.00	-	1,033,415.00	31,715.00	171,659.00	1,995,962.00	581,930.00	-	4,739,645.00
National Book Trust	-	-	-	-	-	-	-	-	-	-	128,556.00	128,556.00
Zill Parishad	-	-	-	-	-	-	7,325,000.00	2,465,000.00	-	-	-	9,790,000.00
Security Deposit Repaid	-	-	-	-	-	-	-	-	112,532.00	-	-	112,532.00
A/c IEDC (Funds placed to districts)												
Bankura	340,875.00	-	-	-	-	-	-	-	-	-	-	340,875.00
Birbhum	525,500.00	-	-	-	-	-	-	-	-	-	-	525,500.00
Coochbehar	658,250.00	-	-	-	-	-	-	-	-	-	-	658,250.00
Murshidabad	893,000.00	-	-	-	-	-	-	-	-	-	-	893,000.00
South 24 Parganas	701,625.00	-	-	-	-	-	-	-	-	-	-	701,625.00
Grants to Districts												
Bankura	57,000,000.00	-	-	-	-	-	-	-	-	-	-	57,000,000.00
Birbhum	70,000,000.00	-	-	-	-	-	-	-	-	-	-	70,000,000.00
Coochbehar	55,000,000.00	-	-	-	-	-	-	-	-	-	-	55,000,000.00
Murshidabad	80,000,000.00	-	-	-	-	-	-	-	-	-	-	80,000,000.00
South 24 Parganas	135,000,000.00	-	-	-	-	-	-	-	-	-	-	135,000,000.00
Jalpaiguri	81,000,000.00	-	-	-	-	-	-	-	-	-	-	81,000,000.00
Purulia	36,000,000.00	-	-	-	-	-	-	-	-	-	-	36,000,000.00
Dakshin Dinajpur	75,000,000.00	-	-	-	-	-	-	-	-	-	-	75,000,000.00
Malda	85,000,000.00	-	-	-	-	-	-	-	-	-	-	85,000,000.00
Uttar Dinajpur	67,500,000.00	-	-	-	-	-	-	-	-	-	-	67,500,000.00
Andhra Pradesh - DPEP	33,399.00	-	-	-	-	-	-	-	-	-	-	33,399.00
UNICEF	1,434,748.00	-	-	-	-	-	213,664.00	-	-	-	-	1,648,412.00
Advances Paid	645,505.00	1,032,985.00	28,445,043.00	754,300.00	186,230.00	396,700.00	32,874,869.00	5,105,989.00	5,428,421.00	27,315,509.00	8,459,656.00	110,645,207.00
Carried Over :	781,325,464.25	49,829,473.00	96,812,116.85	64,943,397.00	53,442,414.00	129,246,832.75	102,812,776.00	54,526,322.96	50,899,464.50	97,806,373.90	37,644,301.89	1,519,289,137.10

C. Gowsami & Co.
Chartered Accountants

(All Figures in Rupees)

Head Office	Cooch Behar	Murshidabad	Birbhum	Bankura	24 Parganas (s)	Jalpaiguri	U/Dinajpur	D/Dinajpur	Malda	Purulia	Total
P. Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P. Rs.	P.
781,325,464.25	49,829,473.00	96,812,116.85	64,943,397.00	53,442,414.00	129,246,832.75	102,812,776.00	54,526,522.96	50,899,464.50	97,806,373.90	37,644,301.89	1,519,289,137.10
Brought Forward:											
Closing Balance											
With State Bank of India (C.A.)	10,006,447.36	5,923,616.88	-	-	-	-	-	-	465,890.00	7,685,105.02	24,081,059.26
* Canara Bank (CA)	55,700,675.00	-	-	-	-	-	-	-	-	-	55,700,675.00
Central Bank of India (SB)	-	779,093.30	-	-	-	-	-	-	-	-	779,093.30
* Bank of Baroda (SB)	-	13,922.00	-	-	-	-	-	-	-	-	13,922.00
United Bank of India (SB)	-	2,226.00	-	-	17,541,317.46	-	-	-	-	-	17,543,543.46
* UBKG Bank (SB)	-	232,038.00	-	-	-	-	-	-	-	-	232,038.00
* UCO Bank (SB)	-	2,111.00	-	-	-	-	-	-	-	-	2,111.00
* Allahabad Bank (SB)	-	1,892.00	-	-	-	-	-	-	-	-	1,892.00
WB State Co-op. Bank (SB)	-	1,666.00	-	-	-	-	-	-	-	-	1,666.00
* State Bank of India (SB)	-	15,669,310.37	9,671,667.89	19,100,749.76	-	11,261,552.38	23,155,829.69	23,016,893.68	85,505.00	-	101,961,508.77
District Central Co-op. Bank Ltd. (SB)	-	-	-	12,748.37	-	-	-	-	-	-	12,748.37
* Bank of India (SB)	-	-	3,884.00	1,206,364.00	-	-	-	-	1,014,961.10	-	2,225,209.10
Central Bank of India (CA)	-	-	-	-	-	500,000.00	-	-	-	-	500,000.00
* UBKG Bank (SB)	-	-	-	-	-	500,000.00	-	-	-	-	500,000.00
* UCO Bank (CA)	-	-	-	-	-	99,875.00	-	-	-	-	99,875.00
* Gour Gramin Bank (SB)	-	-	-	-	-	-	-	-	321,844.00	-	321,844.00
Mayurakshi Gramin Bank (SB)	-	-	7,510,240.91	-	-	-	-	-	-	-	7,510,240.91
CASH IN HAND	22,114.12	12,376.00	50,770.95	9,784.14	21,690.00	4,163.45	6,882.00	68,902.00	44,805.00	3,771.21	285,517.87
TOTAL:	847,054,700.73	56,798,414.18	112,532,198.17	82,138,973.94	73,783,966.13	146,792,313.66	115,181,085.38	77,751,254.65	99,734,833.00	45,333,178.12	1,731,062,081.14

48A, Hari Ghosh Street, (1st Floor)

1st Floor

Kolkata, the 24th October, 2003

NOTES: NOTES ON ACCOUNTS APPEAR IN OUR SEPARATE REPORTS ON EVEN DATE

Sd/-
Financial Advisor
Paschim Banga Rajya Prarambhik Shiksha
Unnayan Sanatha

Su.-
State Project Director
Paschim Banga Rajya Prarambhik Shiksha
Unnayan Sanatha

Sd/-
Chairman
Executive Committee
Paschim Banga Rajya Prarambhik Shiksha
Unnayan Sanatha

For and On Behalf of
C. Gowsami & Co.
CHARTERED ACCOUNTANTS
Sd/-
(PROPRIETOR)

